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**MISSION STATEMENT**

As a CUNY-wide initiative, CUNY BMI’s mission is to increase, encourage, and support the inclusion and educational success of students from groups that are severely underrepresented in higher education, in particular African, African American/Black, Caribbean and Latino/Hispanic males.

**VISION**

CUNY BMI’s vision is to create model projects throughout the University that are intended to provide additional layers of academic and social support for students from populations that are severely underrepresented in higher education, particularly African, African American/Black, Caribbean and Latino/Hispanic males. It is expected that BMI program activity will be institutionalized and absorbed into academic departments and student affairs offices throughout the University for the benefit of students from underrepresented populations including African, African American/Black, Caribbean, and Latino/Hispanic males and, ultimately, all CUNY students.

To realize this vision, CUNY BMI has funded student development projects throughout the CUNY system since the 2005-2006 academic year with the generous support of ten (10) consecutive grants from The New York City Council. These CUNY BMI funded projects focus on the following six (6) program areas:

1. Increasing enrollment of diverse populations through diversity recruitment;
2. Promoting academic success and improving retention and graduation rates through structured mentorship programs and the development of academic learning communities;
3. Facilitating access to higher education for students who have fallen out of the traditional K-12 education pipeline to college through support of targeted GED programs;
4. Exposing CUNY students to graduate and professional school opportunities;
5. Supporting reentry programs that assist formerly incarcerated individuals in making the transition to higher education, and
6. Encouraging CUNY students, particularly African, African American/Black, Caribbean and Latino/Hispanic males, to pursue careers as New York City public school teachers.

The City University of New York Black Male Initiative (CUNY BMI), through its focus on one of the most severely underrepresented populations in higher education, represents one expression of CUNY’s most significant commitments to access and diversity. CUNY BMI was established in 2005 and is based on a promising model first started at Medgar Evers College. With the generous support of consecutive grants from the New York City Council, CUNY BMI funds projects throughout the university. These projects are designed to strengthen the education pipeline for severely underrepresented populations in higher education, particularly African, African American/Black, Caribbean and Latino/Hispanic males by increasing the enrollment, retention and graduation rates of these students. Since its beginning in 2005, CUNY BMI has grown from 15 projects to over 30 projects.

CUNY BMI projects do not discriminate based on race or gender and will serve as models for improving educational outcomes of all students. All programs and activities of the CUNY Black Male Initiative are open to all academically eligible students, faculty and staff, without regard to race, gender, national origin or other characteristic.
In its final report to the Chancellor, the Task Force proposed nine major recommendations, including:

1. Provide strong University leadership on the challenges facing black youth and men;

2. Strengthen the school-to-college pipeline to enable many more black male students to move into higher education;

3. Increase admission and graduation rates at CUNY colleges;

4. Improve teacher education to prepare professionals for urban education;

5. Improve employment prospects for black males;

6. Contribute to the reduction of the incarceration rate for black men;

7. Establish an Institute for the Achievement of Educational and Social Equity for Black Males;

8. Involve experts in the implementation of the recommendations; and

9. Establish benchmarks and hold Colleges accountable for implementing these recommendations.

GOALS

- Increase the enrollment and matriculation of underrepresented students.
- Increase retention of underrepresented students.
- Improve the overall grade point average of underrepresented students.
- Increase the graduation rate of underrepresented students.

HISTORY AND PURPOSE

In May of 2004, the Board of Trustees of The City University of New York unanimously approved its Master Plan for 2004-2008. This comprehensive planning document included for the first time in the University’s history a “Chancellor’s Initiative on the Black Male in Education.”

In the fall of 2004, Chancellor Goldstein established a University Task Force on the Black Male Initiative. He asked Executive Vice Chancellor for Academic Affairs Selma Botman to identify faculty members and administrators with relevant knowledge and expertise to serve on the Task Force and charged it with developing recommendations that would include a series of action-oriented projects to help black males overcome the inequalities that lead to poor academic performance in the K-12 system, the attendant weak enrollment, retention, and graduation from institutions of higher education, and high rates of joblessness and incarceration.

During its six months of deliberations, the Task Force was presented with convincing evidence that black males in New York City and beyond face patterns of ongoing and distinctive discrimination in many aspects of their lives, most evidently in education, in treatment by the criminal justice system, and in employment. The discrimination they face has profound consequences for their well-being and security, and is manifested in unacceptably high rates of leaving school before high school graduation and imprisonment and in unacceptably low rates of postsecondary degree completion and stable participation in the work force. These grim realities have adverse impacts on family members and communities.
After hearings before the Higher Education Committee of the New York City Council chaired by the Honorable Charles Barron, the University was awarded funding from the New York City Council and began to implement some of the aforementioned recommendations. Through the initial grant, fifteen (15) demonstration projects were funded designed to improve the enrollment and/or graduation rates of students from underrepresented groups, particularly black males. Funding was also allocated to increase opportunities for individuals without a high school diploma to enroll in GED courses oriented towards college preparation; to provide support for formerly incarcerated individuals to enroll in college; and to survey workforce development opportunities in New York City’s construction industry. The second grant was used to support the continuation of most of the initial projects; to extend the initiative to all CUNY colleges and to the Graduate Center; to expand a research project begun at John Jay College of Criminal Justice to other CUNY colleges; and to implement a community health survey at the Hunter School of Social Work. Though targeted towards black males, these projects do not discriminate based on race or gender and will serve as models for improving educational outcomes of all students. All programs and activities of the Black Male Initiative are open to all academically eligible students, faculty and staff, without regard to race, gender, national origin or other characteristic. Now, in its tenth year, the CUNY BMI program continues to grow and build on the successes of the past nine years.

PROGRAM MODEL

All CUNY BMI projects contain three components, Diversity Recruitment, Structured Mentoring, and Academic Programming, with the following goals: to increase the enrollment and matriculation of underrepresented students, to increase retention of underrepresented students, improve the overall grade point average of underrepresented students and increase the graduation rate of underrepresented students. Diversity Recruitment involves our CUNY BMI project directors building networks with local school networks, community based organizations and the formerly incarcerated, to introduce them to CUNY BMI. CUNY BMI project directors also work with the registrar at their institution to reach out to students that are in the target population – Black and Latino males – before students even step on to campus. Most projects have a recruitment day, attend the campus club fair, or host a Welcome Day that is specific for students interested in CUNY BMI. CUNY BMI project staff and students also recruit current and prospective CUNY students using a wide range of methods including, but not limited to: personal and institutional letters, pre-college e-mails, student -led workshops, teacher recommendations, and word of mouth. All of these methods have resulted in the successful recruitment of students.

Structured mentoring provides every student an advisor for individualized attention. The average student affairs advisor at a CUNY campus has a caseload of 50-75 advisees, minimally. The CUNY BMI structured mentoring model is able to reduce the advisor to advisee ratio to a maximum of 15:1. This enables each student to get specific academic and personal supports that have been the bedrock of CUNY BMI's success over the last 10 years. In our model, the advisor can be a peer, an administrator or a faculty member. Our most effective version of mentoring is our Peer to Peer mentoring model where high performing upperclassmen are trained to be peer advisors to assist lowerclassmen. In our Peer to Peer mentoring model, student mentors undergo extensive formal training facilitated by the project administrators. They are also equipped with tools and strategies to motivate students to work toward achieving long term academic and career success. The mentees are able to receive regular assistance from their mentor about how to plan for academic success. Mentors and mentees meet on a regular basis and must create an academic plan for each semester. Then mentors periodically check in with mentees on academic progress as well as making sure that students are integrating into the CUNY BMI community and plugging into campus resources. At Hunter College, the Cohort Peer to Peer Model pairs one mentor with about 10-15 students that they must be accountable to on a bi-weekly basis throughout the entire year. Mentors are paid with CUNY BMI funds and able to get the support through bi-weekly mentoring training sessions conducted by their Project Coordinator to ensure they are also achieving academic success.
Over the past five years, participation in the CUNY BMI Structured Mentoring component has grown.

STRUCTURED MENTORING PARTICIPATION 2010-2014

Finally, academic enhancement/programming provides an additional layer of support and contributes to a sense of inclusion to the institution for underrepresented students in the form of: conferences, distinguished speaker series, workshops, talk sessions, learning communities, tutoring and lending libraries. Students who perceive that they shared common interests and academic abilities with other students and faculty are more likely to feel a sense of integration with the college environment which has the likelihood of increasing persistence and graduation.
CUNY BMI Projects

- Baruch College - SEEK Program - Transfer Bridge Program - Urban Male Leadership Academy (UMLA)
- Borough of Manhattan Community College - Urban Male Leadership Academy (UMLA)
- Bronx Community College - Future Now
- Bronx Community College - Men of Color Initiative (MOCI)
- Brooklyn College - BC Bound
- Brooklyn College - Brooklyn College’s Black & Latino Male Initiative (BLMI)
- City College - Retention, Achievement, Professionalism Success Institute (RAP-SI)
- City College Sophie Davis - Medical Career Success Program
- College Initiative, A College Access and Reentry Program based at John Jay College of Criminal Justice Prisoner Reentry Institute
- College of Staten Island - College Success Initiative: Learning by Teaching
- CUNY Academic Affairs Adult Literacy Mentoring Program: Brooklyn College Adult Learning Center and Lehman College Adult Learning Center
- CUNY Creative Arts Team (CAT) Success by Degrees and Project CHANGE
- CUNY Fatherhood Academy
- CUNY Graduate Center - Office of Educational Opportunity and Diversity Programs (OEODP)
- CUNY Young Men’s/Young Women’s Leadership Institute (YM/YWLI)
- CUNY School of Law - Pipeline to Justice
- Guttman Community College - United Men of Color (U-MOC)
- Hostos Community College - College Initiative Summer Academic Boot Camp for People with Criminal Justice Histories
- Hunter College - Brothers for Excellence
- John Jay College - Latin American and Latina/o Studies - Ron Brown Summer Pre-Law Program
- John Jay College - Urban Male Initiative (UMI)
- Kingsborough Community College - KBCC - Men’s Resource Center - The Kingsborough Student Leadership Initiative
- LaGuardia Community College - The Black Male Empowerment Cooperative
- Lehman College - Urban Male Leadership Program (UMLP)
- Medgar Evers College - GED/Educational Ladders Initiative
- Medgar Evers College - Male Development & Empowerment Center (MDEC)
- New York City College of Technology - Increasing African American Males and Other Underrepresented Students Success in STEM
- Queens College - Excellence through Community, Education, and Leadership (ExCEL)
- Queensborough Community College - Men Achieving and Leading in Excellence and Success (MALES)
- York College - Men’s Center
BEST PRACTICES

CUNY BMI Central designed a bi-yearly site visit process in which each project can be viewed and assessed. The goal is to view BMI projects in action with the purpose of understanding each projects’ strengths and areas that need improvement.

Each project should contain three fundamental components:

- Diversity Recruitment
- Structured Mentoring
- Academic Enhancement

All visits include a 60-60 approach:

- A 60 minute meeting with BMI project staff and senior campus administrators
- And 60 minutes of observing program activities and interacting with students

After each site visit, the CUNY BMI Central staff provided a site assessment looking at the key areas of the program model. Each assessment is designed to be uplifting, with the goal of providing technical support where needed. Based on the site visit assessments CUNY BMI Central identified best practices as it pertains to the following areas: institutional commitment, diversity recruitment, structured mentoring, academic enhancement/programming and advisory committee within 5 categories: Pre-College, Community College, Comprehensive and Senior Colleges, Graduate and Professional School Programs, and Reentry Programs.

Overall, this is an exciting opportunity to expose some of the best practices of CUNY BMI to both parties internally at CUNY, as well as other higher education institutions to spread the impact of the CUNY BMI model. Each project listed under a category will provide a 1-2 page description of their area of expertise.
The CUNY Fatherhood Academy is housed in the Career Development Center (CDC) Division of Adult and Continuing Education (ACE) at LaGuardia Community College. ACE and the CDC provided a home to the CFA upon inception. The range of supports includes a dedicated classroom and office space, counseling and advisement services, as well as financial assistance to support and grow the CFA.

LaGuardia College President Gail Mellow, VP Michael Bastion of Student Affairs, and VP Jane Schulman from ACE are particularly supportive of the CFA. They provide this support by understanding clearly the value of program to New York City's young fathers and by talking to elected officials and the media about the accomplishments and outcomes of the program. They share their support by attending graduations and program activities, and by maintaining an awareness of individual students' successes. The LaGuardia Foundation has taken a special interest in the program due to their awareness of the life accomplishments and trials of one of the students, and as of this date has provided two full scholarships to CFA students to attend LaGuardia full time.

The CFA is well integrated into all functions of the college. There is a smooth and seamless transition from the HSE program into the credit side when students are ready to apply to college. Students receive additional advisement services from ACE Advisement counselors including help with applying for financial aid, preparing for entrance exams, and registering for classes. BMI mentors are actively engaged in Black Male Empowerment and Cooperative (BMEC) program activities at LaGuardia Community College and the relationship with BMEC has also grown stronger over time as the staff has learned what each program has to offer the students. The CFA staff is well integrated into the activities and professional development opportunities offered by the CDC and ACE. CDC and other ACE counselors and teachers work closely with CFA staff in sharing best practices on youth development and engagement. And, finally, CFA students feel that they have a safe and supportive environment in the CDC.

STUDENTS RECEIVE ADDITIONAL ADVISEMENT SERVICES FROM ACE ADVISEMENT COUNSELORS INCLUDING HELP WITH APPLYING FOR FINANCIAL AID, PREPARING FOR ENTRANCE EXAMS, AND REGISTERING FOR CLASSES.
Future Now at Bronx Community College

Future Now is a High School Equivalency (HSE) preparatory and college enrollment program housed at Bronx Community College. The program operates using a “student-centered” model, in that it strives to meet students’ personal and educational needs and tailors its programming accordingly. The program is continuously evolving and seeking out new ways of increasing program retention, success, college enrollment, and graduation. Institutional Support from Bronx Community College has been vital in achieving Future Now’s outstanding HSE graduation and college transition rates.

Future Now is committed to supporting their HSE graduates through their first year of college, though in reality, this support continues well beyond this time frame. The program partners with multiple offices at Bronx Community College to insure timely enrollment, advisement, financial aid allocation, registration, and successful academic completion of each course.

The Future Now program design is based on its location and close working relationship with multiple offices and academic departments at Bronx Community College. Since its inception in 1998, Future Now has worked hard at building meaningful relationships and creating an on-campus presence. Future Now staff and mentors have become experts in the resources available at BCC to help students academically, socially, and financially. All staff and peer mentors know where the library, the computer lab, tutoring centers, the student lounge, and other key destinations are located and who is helpful at each location.

In 2007, a Bronx Community College’s admissions officer suggested that Future Now form a student club for its GED graduates to offer each other support and encouragement to persist in college. Fifteen students formed a peer mentoring program named IMPACT (Improving My Progress at College Today). These alumni wanted to improve themselves and ‘give back’ to their community. They wanted to share what they had learned on how to succeed in passing the GED and going on to college. Since then, IMPACT has been a very effective component of Future Now.

For the last 10 years, Future Now has maintained and developed more extensive relationships with the college community in an effort to expand the level of support for the students. BCC staff and faculty members conduct routine workshops for all college-prep students, including: test taking tips, successful studying habits, time management, and social services available on campus.

In addition, programs like College Discovery, College Now, Summer Immersion, and the Tutoring Center, have partnered with Future Now to offer additional tutoring and academic support for all incoming freshmen.
In 2010, Future Now developed a stronger relationship with the BCC testing office and as a result, the program was able to request its own CUNY Assessment Test (CAT) testing dates. All college-prep students were able to take the CAT examination one day after the last day of college-prep. This support was highly significant – in the past the CAT test dates were too far away from the last day of college prep, therefore students had difficulties retaining the information they had learned. The testing office also allowed Future Now students placed in remedial classes to re-take the English part of the CAT examination if they re-enrolled in college-prep.

In 2011, The BCC Academic Center granted Future Now full access to the advisement and registration processes of all Future Now students. This was an important milestone because the ratio of BCC advisors to students was very low. In the past, many students had complained about being placed in the wrong classes due to the overwhelming caseloads of the advisors. Working with students to create their college schedule also gave Future Now an additional opportunity to offer advice on coursework load, tutoring information, studying habits, communicating with college professors, and social services support on campus.

In 2012, the BCC Financial Aid department allowed Future Now to assist incoming freshman with challenges regarding verification. The program was able to retain students who could not verify their Financial Aid due to personal and systemic reasons. The students were not dropped from their classes and were granted a Do Not Cancel (DNC) stop until the issues were resolved. Students were able continue attending classes while avoiding penalty grades or administrative withdrawals from their professors and/or college.

**PRE-COLLEGE**

**Best Practices in Diversity Recruitment**

**Medgar Evers College Male Educational Ladders Initiative**

**Community Outreach**

The Male Educational Ladders Initiative (Ladders Initiative) located in Central Brooklyn is very community oriented. As a result, many of the students come to the program through community outreach endeavors. The mentors and administrators are always active in community events such as the AID’s and Diabetes walk, Labor Day Parade, Marcy Day and Ebbets Field Day. At these events students and mentors wear their program t-shirt which usually draws attention to the mentors and leads to questions and about the program. In addition, flyers are given out at these events.
Back To School Events

Back to school events are informational sessions conducted in the community. Tables are set up with the program’s offerings, prospective students get flyers, and they are able to get their names on the waiting list. As incentives, thumb drives and gift cards are given to some of the prospective participants.

Referrals From Community Based Organizations (CBOs)

Many of participants come to the program from other CBOs such as the Brooklyn Public Library, CAMBA, and Brooklyn Defenders Services among others. Participants who come from the library have tested out of their programs with at least a 6.0 on the Test of Adult Basic Education (TABE). Since the Library does not prepare students beyond the 6.0 reading level, some of their students are referred to the Ladders Initiative.

On Campus Activities And Referrals

BMI students who are mentors and college students wear their shirts to college classes, which is an attention grabber that sparks a conversation about the program and leads to other college students and staff referring their friends and relatives to the program. Medgar Evers College Admission’s Office also refers a large numbers of students to the program. This is because many students who want to get into the college are turned away because they do not have the educational qualifications needed to enter higher education. As a result, the students come to the program in order to obtain their HSE Diploma. Many participants hear about the program through the School of Professional and Community Development (SPCD) at Medgar Evers, and come for the services that the Ladders Initiative offers.

Potential Students Hear About the Program Through Other Avenues.

The Ladders Initiative has been very active in the Crown Heights Community since 2006. Many past students have passed on the word about the program and its success thus many participants come through word of mouth. Alumni have referred their family, friends, and neighbors. Hosting walk-ins is an integral part of the program’s recruitment. Participants and students walk in from the street and get their names placed on the waiting list. In many cases participants learned about the program through the College website and decided to stop by for more information.
CUNY Collaborative Programs Young Men’s/Women’s Leadership Institute (YM/YWLI)

The YM/WLI program has many goals as it pertains to student leadership development and academic outcomes. However, YM/YWLI’s philosophy around student recruitment and retention focuses on providing a safe and liberating space for students to authentically express any fears, doubts, or anxieties as it relates to leaving a familiar community and embarking on a journey to an unfamiliar post-secondary experience. The “familiar community” can mean many things to many students – the high school structure, the home and family, the south Bronx, the city of New York, a language, cuisine, music, “vibe”, shared meanings and values and ways of communicating. Entering an unfamiliar world of college and/or career can be frightening and overwhelming. Students have concerns over finances, race and racism, navigating a powerful and sometimes oppressive institution, advocating for themselves, developing friends, tackling rigorous coursework. The YM/WLI group navigates these fears together, respecting all perspectives and encouraging honest dialogue. The YM/WLI space intentionally strays from that of a “traditional” classroom, which can often perpetuate feelings of disempowerment, disengagement, and passivity.

ENTERING AN UNFAMILIAR WORLD OF COLLEGE AND/OR CAREER CAN BE FRIGHTENING AND OVERWHELMING. STUDENTS HAVE CONCERNS OVER FINANCES, RACE AND RACISM, NAVIGATING A POWERFUL AND SOMETIMES OPPRESSIVE INSTITUTION, ADVOCATING FOR THEMSELVES, DEVELOPING FRIENDS, TACKLING RIGOROUS COURSEWORK. THE YM/WLI GROUP NAVIGATES THESE FEARS TOGETHER.

During the formalized recruiting process, YM/WLI staff visit each classroom in the 9th through 12th grade at South Bronx Preparatory High School to explain the inclusive nature of the afterschool program. YM/WLI welcomes any student regardless of race, ethnicity, gender, or achievement; it is a space where students can talk about issues that are not addressed or acknowledged in a traditional classroom; the primary focus is on college and career readiness and that relationship development and community respect is valued. These values are reflected in the YM/WLI’s hiring practices and ensure that the facilitators engender this community of safety and respect.

Since the program has operated in the same space for 8 years, the students have come to understand the reputation of YM/WLI as a space without judgment, where meaningful conversations can occur, where deep learning takes place, and where all voices are valued. Therefore, the students that participate in the program reflect a diverse landscape.
PRE-COLLEGE

Best Practices in Structured Mentoring

CUNY Adult Literacy/HSE Program

Structured mentoring has been in place at CUNY Adult Literacy/HSE Funded Project programs for the past two years, with great success. The structured mentoring model began with a traditional mentoring model where each student was assigned an individual mentor and one-on-one meetings had to be set up. In the last two years, the CUNY Adult Literacy/HSE programs have moved to a group mentoring model, which has been much more successful. Best practices include:

**Mentors work with study groups or in the classroom.**

Peer mentors in the CUNY Adult Literacy/HSE program are most often assigned to a particular teacher’s classroom and provide mentoring and tutoring within that setting. This eliminates the need for an administrator to match individual students to peer mentors and set up meetings. Also, this provides a more natural setting for students to gravitate toward a mentor they like and deepen the relationship. An additional advantage is that the mentor has observed the teacher and is familiar with her/his teaching style.

**Mentors are involved in many aspects of program operations, including recruitment and intake.**

A number of benefits arise from this practice. One is that students see peer mentors at intake and realize that the mentor is only one step away from their own position, giving the students hope and a sense that academic
progress and success in the program is possible. Another benefit is that both students and mentors view mentors as playing an integral role in the program community.

In time, a mentor’s sense of playing a vital role in the program may lead to that mentor making suggestions about possible workshops or “talks” that could be given to students. Mentors may give short presentations to students about time management or coping with stress.

**Mentors address the emotional components of learning and help strengthen the links between HSE class and students’ personal lives.**

Mentors provide for students a trusted go-to person to discuss difficult personal circumstances, fears and doubts. The “in-between” state of mentors—not quite students, but also not representative of the authority of other program staff—allows them to play the role of confidantes who can find out what is behind student difficulties. Mentors often touch base with students when they have been absent to find out what has been going on in their lives. This show of care is powerful and can often pull students poised to abandon their studies back into the program.

Mentors can also lead students into open dialogues about their emotions when faced with challenging academic tasks. One mentor spoke to a class of HSE students about the way he panicked when he saw the amount of reading that was required on the HSE test, then collected himself and went on with the test. This testimony had a powerful effect on students, providing encouragement they needed to face their own fears and move on.

**Peer Mentors are in turn mentored by program staff.**

Peer mentors themselves grow and benefit from the experience of giving back to HSE students. Supervisors at these programs meet at least once monthly with peer mentors to check-in and provide an opportunity for mentors to ask questions and reflect on their experiences.

The experience of being a mentor helps those college students who are playing that role to realize their own strengths, and it has been observed that mentors change majors and career pathways as a result of their work in these programs.

The experience of being a role model also benefits peer mentors. Mentors see themselves as role models who must hold up a certain academic standard and behave maturely in order to inspire the students they work with.

**Mentors strengthen the link between HSE programs and college.**

As college students themselves, mentors provide the perfect ambassadors to HSE students about the benefits and challenges of attending college. Many HSE students think college is beyond their reach, both for financial and academic reasons. Peer mentors provide college-knowledge workshops that help students learn about college applications, financial aid, choosing a major, the CUNY entrance exams, and more. These workshops help make HSE students feel that “college is for me.” Peer mentors may also lead college tours, and can be approached individually by students who have specific questions or need tips or encouragement for applying.
CUNY Fatherhood Academy

The CUNY Fatherhood Academy (CFA) Structured Mentoring Program is one of the key components of the CFA program’s current and future success. The development of the mentoring program is an on-going process, employing best practices gleaned from other mentoring programs as well as enhancements and strengths developed and enriched by student mentor and mentee feedback in discussions led by the program’s mentor coach and the CFA program coordinator and counselor.

The Structured Mentoring Program was added to the original design of the CFA as an outgrowth of the activities of the Men’s Support Group. The Men’s Support Group has been instrumental in its contribution to the overall growth of CFA participants’ process of self-discovery. Mentors share their stories during the first session so group participants can see that they are of the same ages and backgrounds. This usually sets a precedent to encourage students to share in a safe environment. Topics covered are specifically tailored towards fatherhood and include: A Letter to My Child; What are my Values; Boys to Men; The Art of Communication; Relationships; Understanding Male-Female Relationships; Managing Conflict and Handling Anger; The Issue of Race and Racism; Taking Care of Business; and Building a Support Network. Each topic encourages conversation in young men who are rarely able to express their feelings and emotions in a positive context. The program counselor and mentor coordinator lead the group and the mentors support and help direct the overall flow. Once the mentors observe the students, the staff sits down for a meeting and divides up the students among the mentors. The mentors have a say in selecting a caseload and are very strategic in their decisions. The goal is selecting the right mentor for the right individual. Many of the mentors see themselves in specific students and are eager for the challenge of mentoring them.

Upon assuming their role as mentors the graduates attend several sessions under the supervision of Mentoring USA staff. Discussions focus on the various aspects of mentoring including an understanding of the concepts of empathy and active listening. Once the workshops are completed the CFA Mentor Coach engages with and begins the formation of a bond among the mentors. Successful mentors need to perform as a unified team so they can gain assistance and feedback from one another to deal with difficult issues as they come up. Mentor outings such as going to the movies, playing basketball or having dinner together are encouraged. Mentors are included in staff meetings and are recognized as valuable team assets. Building on the bonds the mentors have formed, Men’s Support Group and the topics that they will assist with facilitating are introduced and discussed.

Over the course of the program, mentors work with their mentees to get to know them, keep in touch with them, spend quality time with them and encourage them to complete what they started. When serious issues are expressed they are brought to the program staff and addressed together. Mentors and mentees also share their own struggles as young fathers and ultimately learn from each other.
Mentors have expressed appreciation for the opportunity to work with other young fathers, as through the mentoring experience they begin to realize how much they have grown as individuals. Mentors agree that the greatest compliment they can receive is a mentee letting them know that they want to attend college and become a mentor once they graduate from the CFA. This is the essence of the structured mentoring program: fathers mentoring fathers in hopes of creating new college bound students and mentors who will continue to provide a path to success for subsequent generations that follow.

PRE-COLLEGE

Best Practices in Academic Enhancement/Programming

CUNY Adult Literacy/HSE Program

Mentors shadow teachers in their classrooms.

Rather than match tutors with students one-on-one from the outset, tutors are initially placed into a teacher's classroom to act as observer, then assistant teacher. This allows tutors to see how teachers are presenting material, and learn some teaching tutoring skills before they begin tutoring on their own. The presence of a tutor in the classroom helps students immeasurably, as they can ask for extra help if they do not understand a particular concept or procedure. The teacher is also available to teach the rest of the class while the tutor provides extra support for students who need it.

The presence of tutors in the classroom also allows for teacher-tutor collaboration. Tutors can demonstrate how they take notes, annotate a text, or solve a problem. This provides students with a clear idea of the study habits and thinking skills they need for college and for the HSE test.

Once they have served as an apprentice in the classroom, tutors often move out of the classroom to work with individual students before or after class time, or to lead small groups of students in studying a particular subject. This allows more students to benefit from the tutors’ presence.

Tutors work in their area of academic strength.

Tutors self-select when it comes to identifying the subjects they feel most comfortable teaching. Tutors whose majors involve a lot of math make ideal math tutors, whereas other tutors may be better at helping students improve their writing. Bilingual tutors are especially helpful for second language students who may need some concepts explained to them in their native language.

Whenever possible, tutors chosen to work in HSE classes were themselves once HSE students.

This practice confers a number of advantages. One is that tutors are familiar with the HSE test and the skills needed to pass the test. Another is that tutors know the persistence and study skills needed. Students often believe that easy mastery of a subject is just around the corner, but tutors who have been HSE students themselves know that it is a long, hard climb. As one tutor put it, “to pass the test, I had to eat math for breakfast, lunch and dinner.”

Tutors also understand where students are coming from. Some tutor-mentors, because of their understanding of the persistence needed to succeed, speak more bluntly to students about the effort they must put in than a teacher would. Students are able to accept this coming from a tutor-mentor.
PRE-COLLEGE

Best Practices in Advisory Committee

CUNY Adult Literacy/HSE Program

Administrators of campus programs collaborate regularly.

The two campus program directors and the BMI central office administrator meet regularly to compare experiences, think through challenges and problems together, and to share information. This improves the quality of the work at both campuses, as each has approaches that work well and can be adopted at the other program.

An example of a very fruitful collaboration between the central office administrator and the two campus program directors was the planning and implementation of the peer mentoring pilot in 2013. All worked together to discuss the qualities that were sought for in peer mentors, what criteria peer mentors needed to meet and ways to recruit mentors. A job description was drafted and over the course of two more meetings, a training plan was developed and then training was provided with the help of teachers from each program.

An additional example was the planning of College and Career Night. Teachers, counselors, and directors from each campus program met together with the central office administrator to brainstorm the best workshops to provide and who could provide them, as well as to sketch out an agenda for the event.

Senior administrators participate.

The input of Leslee Oppenheim, Director of Language and Literacy Programs, has helped to strengthen the BMI funded projects at both Brooklyn and Lehman. Through her connections, a grant from CUNY Service Corps was obtained and the interns placed at these programs can further complement the work being done by BMI funded peer mentors.

Dr. Oppenheim’s participation also allows her to have a clear sense of the objectives of the BMI mission and to support the work at all campuses of the program. CUNY College and Career Night receives much support from Dr. Oppenheim’s office. She dedicates extra staff to the event as needed and helps recruit presenters from among CUNY central office programs.
her participation, all of the campus programs served under the umbrella of the CUNY Adult Literacy/HSE Program have a raised awareness of measures that can help underrepresented students transition successfully to college or the workforce.

**COMMUNITY COLLEGES**

**Best Practices in Institutional Commitment**

**Kingsborough Community College – Men’s Resource Center**

Kingsborough Community College is committed to the mission and vision of the Men’s Resource Center. Specifically, the Department of Student Affairs continues to support the Men’s Resource Center with a College Assistant and four student aides. Student Affairs also encumbers all costs associated with any events and supplies needed by the MRC. Additionally, MRC receives support from the Coordinated Undergraduate Education (CUE) budget to support one Non-Teaching Adjunct to help with recruitment and retention initiatives.

**Borough of Manhattan Community College – Urban Male Leadership Academy**

The Urban Male Leadership Academy (UMLA) at Borough of Manhattan Community College (BMCC) recruits current and prospective BMCC students through a variety of methods. Student workshops, teacher and staff recommendations, email blasts, flyer distribution, and basic word of mouth have all resulted in the successful recruitment of UMLA participants. Recruitment efforts take place on an ongoing basis throughout the school year including summer sessions.

One of UMLA’s most successful recruitment strategies centers on its involvement with the college’s Summer Immersion Program, which provides free developmental courses to incoming freshmen in need of remediation. The UMLA program coordinator serves on a team of special advisors to Summer Immersion students, coaching them through the academic and personal challenges they face during the program. Through this advisory...
role, the program coordinator is able to develop strong relationships with these new students, ensuring they are aware of the various support services that UMLA provides. The program coordinator provides advisement and support to all Immersion students, but is primarily focused on engaging men of color. To supplement this advisory role, the program coordinator runs a series of workshops geared towards men of color that teach practical principles for college success (i.e. time management, networking tips, and test-taking strategies). Student participation in these workshops is ensured by requesting that each Summer Immersion professor send a minimum of two male students to each workshop.

LaGuardia Community College Black Male Empowerment Cooperative

The Black Male Empowerment Cooperative (BMEC) at LaGuardia Community College boasts a wide array of diverse students. BMEC serves students of Black, African-American, Caribbean-American, Pacific Asian, LGBT students and students of European descent. Students who are studying within various disciplines as well as student athletes, artists and leaders are part of the program. The strategy that has been utilized is embodied in the catchphrase: "We All We Got; We All We Need". From the first time that a student is engaged by the program, this becomes the mantra by which the program governs itself and how others interact with one another.

At the beginning of each semester, during orientation, there is a conversation concerning the nature of being “Black” and “Male” – the 2 identifiers of the uniqueness of the program. Students are asked not think of the term “Black” as those of African descent, they are asked to

Every week during the spring and fall semester, UMLA offers on-campus workshops targeted toward male students in an effort to achieve the following goals: improving students’ academic performance; increasing participation in senior college pipeline programs, internship/scholarship programs, and employment opportunities; developing students’ soft skills and social skills; exploring Black and Latino identity; and expanding students’ cultural palette. These workshops are open to all students, but geared towards black and Latino males. Signature campus events UMLA holds each year include:

**Becoming Black and Brown Professionals** – a two-part career/workplace development workshop that aims to prepare students for the unique challenges they will face as professional men of color. Students are taught best-practice networking strategies, how to set and achieve short- and long-term goals, time management techniques, personal statement/cover letter writing, dressing for success, workplace decorum, and personal brand development.

**UMLA Alumni Panel** – where UMLA alumni share their senior-college and/or professional experiences in an effort to inspire a new class of UMLA students.

**Strictly Solutions** – a workshop that centers on actions that students can take to help cope with or alleviate some of the societal issues facing black men (i.e. rebuilding black family structure, improving education, creating jobs and increasing wages, improving neighborhoods, and improving public health). In this workshop, students are split into working groups that are tasked with developing concrete solutions to each of these issues. At the end of the session, the groups present their solutions. These working groups are revisited several times throughout the semester.

**Book Oriented Workshops** – each year UMLA students receive copies of a book/novel that addresses issues pertaining to men of color. A series of workshops is held in which students gain a deeper understanding of the work, and students are given the opportunity to reflect on the work in relation to their own lives.

**The Simple Way to the A** – An academic workshop that focuses on providing students with a variety of techniques, tips, and strategies for earning great grades. Topics covered include selecting the right classes, utilizing campus resources such as tutoring and professor office hours, time-management, priority management, stress management, and writing effectively.
identify ‘Blackness’ as a term that denotes someone who is non-white/European. We teach them that there is a shared experience between people of color in America (racism, oppression, economic injustices) that make for a shared, or “black” experience. This opens the program to a diverse array of students who identify with this shared experience.

The term “male” in the title is also spoken about. It is asserted that while the area of concentration is on Black Males, that neither the program nor society can survive without the balance between male and female. Having women as a part of the program helps to accomplish a few things. First, it allows for a better conversation in the open weekly meetings, as the female perspective has not only a space, but is welcomed and affirmed. Second, there is a greater ability to aggressively address misogyny within communities of color because there are women in the room to effectively express their points of view. Finally, it gives a foray into the colleges’ LGBT students as the sheer diversity of the meetings makes everyone feel welcome at the table.

It is the belief and experience of the program that while the program focused on Black Male Achievement, the program cannot limit itself to being a program that only admits Black Males. To do this would significantly weaken the higher education experience of the students. This is purposely done from a programming perspective. BMEC conducts, throughout the academic year, a diverse array of programming that simultaneously addresses the needs of Campus’ Black Males, while creating a diverse environment that is both a melting pot and a shared learning experience. The end result is that BMEC has been able to recruit more Black Males to take part in the mentoring component, and the mentors are armed with a vast array of entry points from which to engage our Black Males students. In a very tangible way, diversity has created an atmosphere that has brought in more Black Males than this program has seen in its’ 10 year history.

WE TEACH [STUDENTS] THAT THERE IS A SHARED EXPERIENCE BETWEEN PEOPLE OF COLOR IN AMERICA (RACISM, OPPRESSION, ECONOMIC INJUSTICES) THAT MAKE FOR A SHARED, OR “BLACK” EXPERIENCE. THIS OPENS THE PROGRAM TO A DIVERSE ARRAY OF STUDENTS WHO IDENTIFY WITH THIS SHARED EXPERIENCE.

COMMUNITY COLLEGES

Best Practices in Structured Mentoring

Borough of Manhattan Community College – Urban Male Leadership Academy: Each One Reach One (EORO) Mentoring Program

The Each One Reach One (EORO) Peer Mentoring Program works in collaboration with the Urban Male Leadership Academy (UMLA). EORO stipulates that when students teach, inspire, and guide other students, it leads to positive academic outcomes for everyone involved.
During the spring 2015 semester, a total of 100 students participated in the EORO program. Fifty-five of them were mentees, with GPAs between 0.0 and 2.5. They worked with peer mentors recruited within the college. Many mentees were recruited from the college’s pool of students on academic probation, while others were referred to the program by faculty, staff, and students.

EORO mentors are typically honor students with GPAs of 3.5 or above. Many mentors also participate in student government or other campus organizations, such as the Honor Society of Black Student Scholars. Any student seeking to become an EORO mentor must have completed a minimum of 12 credits with a GPA of 3.3 or above at the college to be considered.

The recruitment process for mentors and mentees includes filling out an application, an initial screening for grades and credits, and an interview with the EORO faculty advisor. After acceptance into the program, students are paired with their mentor or mentee. Mentor and mentees are typically paired according to major; however, other factors, such as interests and personal goals are also used in creating pairs.

EORO mentors have the option to receive a stipend for performing their duties. While many students take advantage of this stipend, let it be noted that most EORO mentors volunteer their time and energy to participate in the program.

New EORO mentors and mentees are provided an orientation that outlines the expectations and responsibilities of their roles. Mentors are also given separate training to empower and motivate their mentees to work toward improving their GPAs and persisting through graduation. EORO training includes topics such as leadership, community building, test-taking, effective study habits, note-taking, and crisis management.

EORO mentors meet with their mentees a maximum of five hours weekly, depending on mutual availability. During individual meetings, mentors advise mentees on college success strategies, reinforce mentees’ goals/study habits, and address issues that mentees are facing. Mentors also refer mentees to resources in the college that can assist them with guidance in resolving any challenges they may be facing during the semester. Additionally, mentors complete weekly contact sheets in order to record their activity with their mentee and measure progress.

EORO mentors are evaluated primarily by direct feedback from mentees as well as their mentees’ academic performance at the end of the academic semester. Mentors’ work habits (punctuality, follow-through, consistency, dependability) and effectiveness are also monitored by the EORO program Assistant and UMLA Coordinator.
Kingsborough Community College – Men’s Resource Center: IRON Mentoring

For KCC’s Men’s Resource Center mentoring at the community college level is very relational. Fundamental to the mentor/mentee relationship at the MRC is the maxim by author John C. Maxwell “Nobody cares about how much you know until they know how much you care.” Programmatic elements of the mentoring program are supplemental to building strong relationships between mentor and mentee. The name of the program is the Integrity, Responsibility, Optimistic and Nobility (I.R.O.N.) Men Mentoring Program. The acronym I.R.O.N. illustrates the type of men the program attempts to build. Each mentor works to build the character of their mentee, as well as increase their academic achievements. The program has a Mentor Coordinator who monitors and manages the progress of mentors and mentees. The Mentor Coordinator reaches out to each mentor and mentee on a bi-weekly basis to assess the status of meetings and to troubleshoot any issues or concerns that may arise.

All mentors/mentees undergo a mandatory orientation/introduction to the mentoring program. The MRC mentoring program has instituted periodic mentor/mentee orientations and community meetings. The program host weekly “Mentoring Mondays” an opportunity for mentors and mentees to meet held in the Men’s Resource Center. Mentors and Mentees meet once a week for at least an hour.

Mentors are evaluated using two methods. The first method is through a mentee journal in which students are required to write down their reflections about each meeting with their mentor. Mentees are also required to complete an end-of-year report detailing their experience as a mentee. The mentoring journal and the end-of-year report are both reviewed by the I.R.O.N. Men Mentoring Program Advisor and MRC Program Manager.

Queensborough Community College – Men Achieving and Leading in Excellence and Success

Freshman: Every attempt is made to create a mentoring relationship early with Men Achieving and Leading in Excellence and Success (MALES) students. Although students can reject a mentor, incoming freshman are encouraged to obtain a mentor almost immediately. Once recruited into the MALES Mentoring program freshmen are paired with a sophomore mentor. The goal of the pairing is to familiarize the new student to campus life and to present them positive peer role-models that will help insure their success at the college. Through their interactions with sophomores, mentees learn about college resources and how to balance their academic, personal life and co-curricular activities.

Sophomores: Sophomore students who meet the qualifications are asked to mentor a freshman. Ideally, sophomores are also paired with a faculty, staff or a professional mentor. So that, they are mentoring and being mentored.

Our Mentors: Peer Mentors- Students who have a 3.0 GPA or higher and at least 24 credits completed, qualify to be a peer mentor. Peer mentors are trained by the mentor coordinator and outreach coordinator and are taught all the expectations/responsibilities that go along with being a mentor.

QCC Faculty/Staff Mentors: Faculty/Staff mentors are recruited as required. Every semester, faculty/staff members are paired with a new student mentee. If willing, the mentor may have multiple mentees.

Network (Off Campus) Mentors: Staffers from the MALES program attend many networking events and BMI community partner meetings. This has opened the door for the program to have a network of skilled professional mentors. An e-mail or phone call is made to the network members once every three months to maintain the relationship. Network mentors may not receive a mentee every semester due to availability conflicts.
Alumni Mentors: Our Alumni network recruitment occurs by keeping in touch with previous MALES program students and also all other QCC alumni. The Mentor Coordinator, David Bernardez has built a strong relationship with the QCC Alumni Association and also serves as cabinet member on the QCC Alumni Association Board. This relationship has brought in many highly successful alumni mentors into the program. Currently, the President of the QCC Alumni Board is serving as a mentor for a MALES student. This is a collaboration we hope to grow in the future.

The Pairing Process: The MALES staff dedicates time to get to know the mentors and mentees. The mentees are evaluated on two factors, career goals and personal growth goals. Based on the evaluations, each mentee is assigned a mentor who will ideally inspire, support and advise the student. Utilizing this method has been successful.

Maintaining Active Participation: The Administrative assistant makes weekly phone calls to mentees to make sure there was interaction with their mentor. The administrative assistant reports the findings to the Mentor Coordinator and Outreach Coordinator, who get in touch with the mentor if necessary.

Mentor lunches: Once a semester, the MALES program hosts a mentor luncheon. During these meetings, the staff shows appreciation to mentors, update them on future plans of the program and inquire if there are any concerns or suggestions.

E-mail Blasts: The program sends out e-mails about events and opportunities to both mentors and mentees.

- The event e-mails allow the mentors and mentees to attend and interact at events together.
- The opportunity e-mails allow the mentor be aware of an additional opportunity that may be available for their mentee. This gives them opportunities to help and motivate their mentee during the application process.

The MALES Club: The MALES Club is student organization affiliated with the QCC Student Government Association. This is the social component of the program for students. Constantly hosting/ cohosting events, giving students club leadership positions and introducing the students to our services has proven a great way to maintain student activity.

COMMUNITY COLLEGES

Best Practices in Academic Enhancement/Programming

Borough of Manhattan Community College (BMCC) – Urban Male Leadership Academy (UMLA)

BMCC – NYU Pipeline Opportunities for Intercollege STEM Education (POISE) Program

BMCC UMLA has formed a strong partnership with New York University’s (NYU) College of Arts and Sciences (CAS) to create the Pipeline Opportunities for Intercollege STEM Education (POISE) program. Each year, ten
BMCC students are selected to participate in a competitive year-long experience to help prepare them for the intellectual and social challenges they will face at an elite four-year university. POISE students work closely throughout the year with advisors, program directors, and professors from NYU to develop leadership skills and gain a deep understanding of NYU campus resources. Additionally, many POISE students take advantage of the opportunity to sit in on NYU classes. Each year, at the conclusion of the spring semester, five POISE students are awarded a full scholarship to NYU.

**Baruch Bridge Transfer**

BMCC UMLA has created a Bridge Transfer program in partnership with the Baruch College Search for Education Elevation and Knowledge (SEEK) Office. The Bridge Transfer program was developed in response to BMCC students, particularly men of color, expressing frustration during the transfer/adjustment process from BMCC to Baruch College. In the Bridge Transfer Program, UMLA students receive special advisement and mentoring from SEEK advisors and counselors. UMLA students are individually coached through the entire transfer process, and are given access to additional resources and support services (i.e. tutoring, seminars, and networking events) on Baruch's campus.

Due to the efforts of the Bridge Transfer program, there are a sizable number of UMLA alumni currently attending Baruch. This growing alumni network provides a valuable resource for current UMLA students seeking more information and insight to the transfer/adjustment process from BMCC to Baruch College. Additionally, the Bridge Transfer program has resulted in increased collaboration between the BMCC Urban Male Leadership Academy and the Baruch College Percy Sutton Urban Male Leadership Academy. Several joint activities such as an alumni panel and an off-Broadway theatre event were implemented.

**Leadership Breakfast Series**

In conjunction with the BMCC Office of College Development, UMLA manages the Leadership Breakfast Series at BMCC. Twice a semester, minority corporate executives are recruited by the college’s Director of Foundation/Corporate Relations to speak to BMCC students. High-ranking black and Latino executives from JP Morgan, American
Express, Bank of America, and other Fortune 500 companies have presented to UMLA students on topics such as leadership, overcoming adversity, career exploration, and developing their personal brands. In recent years, the series has been expanded to include non-corporate professionals such as renowned sports journalist Garry D. Howard, and NBA Champion and Basketball Hall-of-Famer Dr. Dick Barnett. These Leadership Breakfasts provide an excellent networking opportunity for UMLA students, and in some cases have led to participants receiving job opportunities and internships at top companies.

Kingsborough Community College
Men’s Resource Center

The Men’s Resource Center (MRC) with support from the Office of Student Affairs and the Office of Academic Affairs has developed strong academic programming. The two main components of the academic programming are a Student Development 10 course and a Learning Community. It is important to note that both these forms of academic programming are credit bearing courses. The Men’s Resource Center staff plays a key role in the development and implementation of these courses. The MRC program director attends both courses in an effort to develop continuity between the academic courses and the Men’s Resource Center.

Learning Community

Students in the MRC Learning community are enrolled in a Sociology and Student Development 10 Course. These students are in their first semester. These freshman learning communities provide students with a smaller, more personal college atmosphere while still offering the advantages of a large college.

How does it work?

New Kingsborough students with no more than three credits join a small group, or cohort, of about 25 students. Together, they take two “linked” courses; a course that satisfies a college requirement; and a one-credit student success seminar. The professors collaborate to connect their courses, students are able to make more connections between what they learn in psychology, for example, and what they read and write about in

Kingsborough Community College
Men’s Resource Center

Student Development Course Mission Statement

Student Development (SD10) is a one credit Freshman Seminar Course. The course facilitates interactive Learning for students, provides information and skills important for transition to and success in college. In order to provide students with an opportunity to develop personally, academically, and socially, the course is divided into several components which include: academic policies, career exploration, diversity, learning styles, and library skills. Students are encouraged to think critically as well as to develop an academic and life plan. The class promotes the development of a strong bond between the student and their instructor/advisor as well as with the college community.
English. At the same time the skills and lessons in student success seminar are reinforced.

**What is SD10?**

Student Development 10 (SD10) is a one credit, twelve week course geared for freshmen students who are part of the Learning Communities program. SD10 is an extended orientation class that facilitates interactive learning. It provides information and skills to help students adjust well to college and helps prepare them to become successful in their academic and personal pursuits in life. It addresses some of the following core topics:

**Academic Policies**

In this session, students will acquire the knowledge relevant to understanding the academic policies set forth by the college by reviewing the KCC Student Handbook and become familiar with the consequences of not complying with college academic policies by reviewing the Academic Integrity Policy of the college.

**Learning Styles/Study Skills**

In this session, students will become familiar with their individual learning styles to enhance classroom performance. Students will also acquire the knowledge of note-taking and study strategies helpful for becoming better learners.

**Library and Information Literacy**

In this session, students will acquire library skills preparation to succeed in upper level courses and acquire the tools and technological skills for utilizing the library and information resources.

**Career Planning**

In this session, students will be administered self-assessment tools such as the Strong Interest Inventory Survey to help them explore their desired careers. Other exercises will be completed in class and as homework that aid in self-discovery of career choices.

**Out of Class Experience**

In this session, students will engage in various activities outside of the classroom with peers, SD 10 instructors, and outside facilitators to increase their knowledge of self and of the social, physical and cultural environment at Kingsborough and beyond.

**Diversity**

In this session, students will learn to broaden their cross-cultural perspectives and learn to respect and consider the values and ethics of themselves and their peers. Focus will be on the encouragement of respect of cultural similarities and differences.

**Academic Advisement/Degree Requirements**

In this session, students will be provided with effective CUNYFirst and Degree Works training so that they could register effectively for upper level courses, view grades, and generally monitor their own academic progress.

**Introduction to Sociology**

This course is a 3 credit introductory sociology class that is linked with SD10/The Men’s Resource Center and provides an overview of the study of society, and its special subject matter. The class will focus on the constraining patterns of stratification, culture and socialization, and institutional inequality. Special emphasis is placed on examining minority groups and their position in the social hierarchy. Students gain knowledge on how individuals shape societies, as we as how societies shape
individuals. Students gain additional hands on experience by exchanging ideas concepts and experience with fellow classmates. This course is intended to make sense of the twenty first century world through the lenses of a minority experience. The overall goal of this course is to meet the needs of students who want an introduction to the field, as well as, those who wish to undertake further study.

**Student Development 11**

In this one credit course, students learn about the process of career development and planning, which includes decision-making, self-assessment, job search strategies, awareness of workplace issues. Students will develop skills that can contribute to the achievement of personal and career goals. As a Men’s Resource Center SD11 Course issues that are relevant to issue’s concerning men are incorporated into the classroom. These topics include, but are not limited to, equity in the classroom, violence against women, personal passion project, workplace etiquette and internships.

**Course objectives:**

- Create a cohesive cohort of underrepresented males
- Identify and understand the life experiences, personal characteristics, values, interests, motives, and abilities that influence the students’ occupational choice.
- Students will engage in a self-assessment process in which they will identify their own unique interests, abilities, values, strengths, and challenges pertaining to life and career planning.
- Students will create, modify, edit, and perfect a resume that is representative of their skills abilities, and experience.
- They will critically examine a variety of occupational areas and identify steps in the process of career exploration.
- Students will explore major and career related to their personal characteristics.
- Students will conduct research with regard to their career choices and develop a list of possible career choices

**SPECIAL EMPHASIS IS PLACED ON EXAMINING MINORITY GROUPS AND THEIR POSITION IN THE SOCIAL HIERARCHY. STUDENTS GAIN KNOWLEDGE ON HOW INDIVIDUALS SHAPE SOCIETIES, AS WE AS HOW SOCIETIES SHAPE INDIVIDUALS.**
COMMUNITY COLLEGES

Best Practices in Advisory Committee

Kingsborough Community College – Men’s Resource Center

Purpose & Responsibilities

The Men’s Resource Center Advisory Committee serves as an advising body for the Center. It also serves as a network to the community at-large; assess needs, trends and success of community services; mobilize members of the recovery community; and advocate for beneficial services within the community across the spectrum of services related to successful retention and graduation of its target population.

Membership Recruitment & Retention

The Advisory Council consists of member of the Kingsborough community. They are a combination of faculty and staff members. Members are invited based on their stated and demonstrated interest in the mission and purpose of the Men’s Resource Center. Each member of the committee has served as a mentor for at least one full semester.

Meetings

The MRC Advisory Committee meets at least once each semester.

Responsibilities:

- Attend all council meetings and functions, and special events when available.
- Be knowledgeable about the organization’s mission and support the growth of the organization.
- Educate and inform others of the mission of the organization and network on behalf of the organization.
- Serve as a mentor in the program
- Recruit/refer additional mentor’s for the program
Brooklyn College – Brooklyn College’s Black & Latino Male Initiative (BLMI)

The tenure of the new Director of the Brooklyn College Black and Latino Male Initiative (BLMI) began in spring 2013. One of the first actions completed as Director was a 3-year strategic plan for the program under the guidance of the Associate Provost of Academic Affairs Terrence Cheng. The strategic plan highlighted the long term and short-term goals that had been identified for the program and featured much collaboration with existing campus student services and programs. In order to achieve the goals of the strategic plan, BLMI collaborated with various Brooklyn College divisions and partners to develop programming and policies that support the academic and personal success of BLMI students. Institutional support is thus built into BLMI’s programming and structures.

One of the most successful initiatives is the Mouth of the Phoenix Series. During the sessions male Faculty, Administrators, staff and community leaders of color conduct roundtable discussions. The program’s students have developed relationships with key faculty and staff members because of this monthly dialogue. The goal is for students to foster a closer relationship with the male faculty and administrators with whom some of the BLMI members have courses; also to give students insight as to how to be successful in life and how to develop such skills. This conversation series has been meaningful and successful for the students. The conversations allowed for personal interaction in an intimate setting that opens the door for real relationship building.
The Center for Academic Advisement and Student Success (CAASS) assists undergraduate students in establishing, monitoring and achieving graduation requirements. CAASS supported BLMI by appointing an Advisor to work with BLMI students. To ensure that BLMI students are persisting in college, the BLMI advisor provides student-focused, developmental advisement. The Advisor for the program has extensive experience working with both transfer students as well as first-time college students, so he is able to address the varied needs of both groups of students who make up the BLMI cohort. As part of the program requirements, the BLMI students must meet with the BLMI advisor twice during the semester; initially to discuss their academic plan for the upcoming semester and future semesters and then mid semester to discuss their progression in their courses. Students who satisfy this requirement are given priority registration. In addition, the advisor informs students about other resources on campus, such as The Learning Center and The Magner Career Center, and encourages the students to engage with the faculty advisor for their particular area of study.

CAASS has further supported the BLMI program by facilitating workshops at several BLMI weekly meetings describing available advisement services, clarifying basic degree requirements, engaging in discussion about their academic needs, and reiterating important dates such as the withdrawal deadline etc. These meetings have created an open channel between the BLMI office and CAASS. It allows for constant communication with the Director of Student Success to come up with programming and innovative ways to support the BLMI students.

The First College Year program integrates students into the college community as engaged learners and participants in campus life and facilitates the transition to college. In fall 2014, BLMI offered the first learning community focused on leadership and diversity in collaboration with FCY. A Learning Community is a cluster of two to three linked courses reserved for first-semester students. Research indicates that students who participate in a learning community find it easier to meet new friends, form study groups, share notes, and prepare for exams. Participating in learning communities ensures the foundations for success at Brooklyn College, allow students to connect to faculty and sharpen their critical thinking skills. Additionally, students develop the self-awareness and self-reliance necessary for college success. Of the students who participate, 85 percent find it a highly positive experience and would recommend it to their friends.

The Magner Career Center provides students the knowledge, skills, values and opportunities that are essential to fulfilling their career aspirations. Through partnerships with employers, alumni, and faculty and staff, students are prepared to succeed in today's competitive global economy. Beginning summer 2014, the BLMI with support from the Magner Career Center implemented The Career Readiness Institute which focuses on teaching students how academic planning and career development work together to make them truly prepared for the competitive job market. In a series of workshops aimed at giving students practical planning and career searching tools, students explore their skills, passions and dreams and then are guided through a process of career journey mapping, which can culminate into an internship experience.

The Learning Center offers Brooklyn College students free peer tutoring in courses across the curriculum in a comfortable, supportive environment well-stocked with computers and reference materials for student use. The Learning Center provides a dedicated writing tutor in the BLMI space. In addition to individual tutoring, the tutor also facilitates workshops on grammar and mastering an academic paper.

Brooklyn College's Educational Talent Search (TRIO) goal is to increase the number of youths from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education. Beginning in fall 2014, the BLMI collaborated with the TRIO program to create a mentorship program for TRIO students. This initiative allows the BLMI students to mentor high school students in the TRIO program and gain communication and leadership skills. The BLMI students facilitate workshops on moral and ethics, code switching, goal setting and dealing with peer pressure.
The institutional commitment at John Jay College of Criminal Justice’s Urban Male Initiative includes personnel costs, support from the senior leadership in the Division of Student Affairs and the importance of establishing relationships with key campus partners.

The Coordinator’s personnel costs are absorbed by the College’s Division of Student Affairs. This creates more consistency within the department with full-time staff members who are dedicated to UMI’s mission and are able to execute an effective vision.

The support from the Assistant Vice President of Student Affairs/Dean of Students stems from consistent communication via bi-weekly one on one meetings, monthly direct report meetings and using a shared calendar for each UMI related event. Keeping the AVP of Student Affairs in contact with important decisions made the UMI staff allows senior leadership on campus to be informed and remain involved in the departmental activities and vision.

UMI has identified a specific set of individuals in key departments who serve as UMI liaisons if their expertise is needed when working with a UMI student or related event on campus. The UMI staff has identified campus partners in the following offices:

- Academic Advisement
- Accessibility Student Services
- Africana Studies
- Athletics
- Bursar
- Career Services
- Children’s Center
- Community Outreach & Service Learning
- Counseling Department
- Financial Aid
- Jay Express Services
- Registrar
- Residence Life
- Student Council
- Student Health Services
- Student Life (*Center for Student Involvement & Leadership*)
- Student Relations
- Student Transitions Program
- Testing Office
- The Percy Ellis Sutton SEEK Program
- Undergraduate & Graduate Admissions
- Veteran’s Affairs
- Women’s Center
Lehman College – Urban Male Leadership Program (UMLP)

The Office of the President

Lehman College President, Ricardo R. Fernández, recognizes the dilemma of underrepresented Black and Latino Males in Higher Education. Therefore, he continues to be a lead advocate in assuring the development and sustainability of the UMLP on the Lehman College campus which is provided through the CUNY BMI Application for Continuation Award.

The Office of the President plays an active role with the Urban Male Leadership Program by consistently participating in all UMLP events such as: the UMLP Distinguished Speaker Series, CUNiTY Educational Summit and the UMLP Annual Induction and Awards Ceremony. President Fernández requested the UMLP attend his Presidential Cabinet meetings in 2009 and 2012 to present best practices that involve recruitment, mentoring, and academic intervention that has led to successful retention and graduation outcomes for UMLP cohorts.

The UMLP Director and several UMLP students had the honor of being invited by The Office of the President to greet President Barack Obama during his visit to Lehman College and attend the unveiling of My Brother’s Keeper (MBK) Alliance on Monday, May 4, 2015. This private sector, non-profit alliance is the result of President Obama’s MBK Initiative started in February 2014. During the U.S. Presidential visit, President Fernández gave opening remarks highlighting the parallel mission of My Brother’s Keeper Alliance and the UMLP. He stated, “I am proud to note that here at Lehman College we also have a very successful initiative called The Urban Male Leadership Program that has furthered that mission by mobilizing our talented students to go out into the community and speak with middle and high school students.” Finally, the Office of the President continues to provide the UMLP Director with correspondence relating to the dilemma of underrepresented Black and Latino Males in America.

The Division of Student Affairs

Vice-President José Magdaleno and Dean John Holloway of the Division of Student Affairs have committed to the UMLP by securing a full-time HEO (director), a full-time CUNY Office Assistant, an adjunct lecturer for the UMLP LEH 100 Freshman Seminar, a part-time data analyst, two UMLP student peer educators, along with additional funding for Other Than Personnel Services (OTPS) and Temporary Services. This institutional commitment supersedes the funding provided by the CUNY BMI project grant to the UMLP. Both men continue to explore and identify external grant opportunities for possible UMLP funding, such as, The Fellowship Initiative JP Morgan Chase & Co. Intensive Academic and Social Enrichment Program for Young Men of Color in New York, and the Graduate NYC! College Readiness & Success College Completion Innovation Fund Grant Application.

Vice-President Magdaleno and Dean Holloway both fully participate in all UMLP events by providing either keynote, welcoming or closing remarks in the UMLP Welcome Reception to incoming freshman, transfer and continuing students, the UMLP Distinguished Speaker Series, CUNiTY Educational Summit and the UMLP Annual Induction and Awards Ceremony.

In addition, Vice-President Magdaleno and Dean Holloway serve on the UMLP Advisory Board and are also members of the UMLP Empowerment Forum. This forum consists of twenty men of color in key leadership roles...
(i.e. Vice-Presidents, Directors, and Department Chairs) on the Lehman College campus, participating as Campus Empowerment Leaders for the UMLP LEH 100 (Freshman Seminar) Empowerment Forum.

The UMLP continues to work cohesively with other departments, programs and offices at Lehman College such as: the Counseling Center, the Office of Financial Aid, the Office of Admissions and Enrollment Management, the Career Services Center, the Office of Institutional Research, Lehman Scholars Program, Office of Academic Advisement, SEEK, and the ACE Tutoring Center, along with a host of other departments, programs, and offices in order to recruit, retain, and graduate the UMLP cohorts.

**New York City College of Technology – Increasing African American Males and Other Underrepresented Students Success in STEM**

From its inception in 2005, the City Tech BMI program has enjoyed full and unfettered institutional support from the institution’s senior administrators. President Hotzler undergirded the program from its genesis, and, as the institution’s chief educational officer, Provost Bonne August (Provost and Vice President for Academic Affairs), has been (since 2005) the program’s overseer. Dean Sonja Jackson was the program’s supervisor, and after she retired several years ago, Associate Provost Brown replaced her in that capacity. Prof. Reginald Blake has been the program’s director since its inception. The City Tech BMI program has, therefore, had a long, consistent, and sustained institutional organizational structure. Prof. Blake meets monthly with Associate Provost Brown, and she in-turn communicates the program’s activities, needs, and successes to both Provost August and President Hotzler.

In support of the City Tech BMI program, the institution has provided a home (space) for the BMI program, research facilities, co-sponsorship of activities, and on an ongoing basis, assisted the program in seeking external funding from both national and private foundations. Moreover, for the STEM disciplines, the City Tech BMI program has a clear chain of command at the departmental level via the program’s outstanding and committed BMI Task Force members – professors from a wide range of STEM disciplines. Therefore, the City Tech BMI program has been intentionally interwoven into the very tapestry, fabric, culture, community, scholarship, and experience of the City Tech mosaic.
COMPREHENSIVE AND SENIOR COLLEGES

Best Practices in Diversity Recruitment

Baruch College – Urban Male Leadership Academy (ULMA)

Framed within an anti-racist and anti-oppression context, the mission of the Percy E. Sutton Search for Education, Elevation and Knowledge (SEEK) Urban Male Leadership Academy Program is to develop socially conscious Black and Latino male leaders who actively contribute to their personal, educational, professional and collective advancement. Additionally, its intention is to increase the enrollment, retention and graduation rates of Black and Latino young men in the SEEK Program and Baruch College.

Students apply to be freshmen to the SEEK program at Baruch College through University Application Processing Center (UAPC). They must be economically eligible. They usually fall below the academic requirements set for SEEK, which is of course lower than that of the regularly admitted students. In addition to applying and meeting the SEEK requirements, prospective UMLA students must complete a separate application process, which includes 2 recommendation letters and a submission of 4 essays. UMLA students also undergo an interview process with the Program Director as well as current UMLA students.

During the fall semester, the program hosts such events as SEEK for a Day where potential SEEK and UMLA students are informed about both programs and its requirements. We also offer several UMLA information sessions throughout the spring semester. Additionally, current UMLA students visit their former high schools and provide information about the UMLA and SEEK program.

Upon acceptance into UMLA, students attend weekly Saturday workshops during their incoming first-year summer, which are facilitated by two-four Black and Latino male clinical social workers. The UMLA Saturday workshops discuss such topics as: What Does It Mean to be a Responsible Man of Color? Understanding Institutionalized Racism and Building Communications Skills as a Young Leader.

Additionally, UMLA students attend three UMLA Saturday workshops per semester, a series of professional and personal development workshops, take a 3-credit Black or Latino studies course and a 2-credit Social Change and Leadership class.

Lehman College – Urban Male Leadership Program (ULMP)

Through Distinguished Speaker Series, campus tours, and correspondence via email, phone calls, and mailings, ULMP is able to conduct successful outreach and recruitment to secondary schools, community colleges and other programs (i.e. South Bronx Job Corp Academy and Trec High School JROTC) in the Lehman catchment area to increase underrepresented Black and Latino male applicants to Lehman College.
UMLP continues to effectively utilize a three-pronged approach to recruitment and outreach, focusing efforts on current Lehman College students, community college students, and secondary students within the Lehman catchment area. All recruitment efforts are carried out by the UMLP Outreach and Diversity Recruitment Coordinator (ODRC) and UMLP Ambassadors. UMLP Ambassadors are recruited from long-standing UMLP students as well as new participants who are interested in outreach. This peer-to-peer method has resulted in student referrals on the Lehman campus. High school students are very receptive to this technique and favor hearing from students who were, not long ago, faced with similar decisions regarding college.

The UMLP LEH freshman seminar course serves as the signature platform for both recruiting and developing UMLP cohorts during their freshman year. All students seeking to enroll in the UMLP complete an intake card, supplying their student data (i.e. name, contact information, gender, ethnicity, expected graduation date, major/career interest). As indicated in the Orientation and Resource Fair section, these students are immediately coded “MALE” in the CUNYFirst database. Cohorts are tracked and supported throughout the next four years of their matriculation at Lehman College.

Outreach and recruitment are carried out through various methods to increase opportunities for all students to participate in the UMLP:

- **Resource Fairs:** Resource fairs are held during the summer and winter Freshman and Transfer Student Orientation and Registration sessions. During these sessions, the ODRC communicates one-on-one with these students – encouraging and supporting their commitment to remain at Lehman College. This venue allows the ODRC access to recruit for the UMLP Freshman Seminar (LEH 100) course. This 3-credit course specifically addresses identified needs of underrepresented Black and Latino male students while assisting students with their transition into Lehman College. The course is also designed to assist students in achieving the goals and objectives of general education at Lehman, and the dichotomy of career vs. liberal education.

- **Promoting UMLP Services:** The ODRC continually promotes UMLP services by obtaining classroom time from LEH 100 course professors who support and enable the UMLP to market available student services. Many of these LEH 100 students seek UMLP resources and enroll in the program. Once enrolled, they are immediately coded “MALE” for tracking and progress reporting.

- **Student Ambassadors:** Student ambassadors play an integral part in the recruitment process. These Ambassadors increase UMLP visibility on campus while hosting recruitment tables, and participating in workshops.
Community College Outreach Process

The UMLP has developed a Community College pipeline at Bronx and Hostos Community Colleges with the assistance of the UMLP Ambassadors. These inducted Urban Male Leaders along with the Outreach and Diversity Recruitment Coordinator (ODRC) and/or UMLP Director visit the neighboring community colleges to inspire attendance at Lehman College and discuss the resources available through the UMLP. Increasing applications of Black and Latino males is accomplished by:

- The UMLP Outreach & Diversity Recruitment Coordinator (ODRC) works with the community college Office of the Registrar to obtain the list of male students eligible for transfer.

- Correspondence is sent to each ‘transfer ready’ student detailing the UMLP program and resources. More importantly, students are invited for a campus tour and Diversity Recruitment Pipeline Application Workshop (DRPAW). These workshops are held for transfer students and all other students seeking admission to Lehman College during the fall semester. The (ODRC) and Diversity Recruitment Pipeline Ambassadors collaborate with the Lehman College Office of Admissions and Enrollment Management to acquaint potential students with the requirements of applying to Lehman College; the resources available through the UMLP; and conduct tours of the Lehman College campus. Students are then given the opportunity to apply to Lehman College at the end of the session in a privately reserved computer lab where Lehman College Admissions and Enrollment Management staff assist applicants with the process.

- The ODRC follows up with the Lehman Office of Admissions regarding the acceptance status of applicants. Correspondence congratulating those who have been accepted to Lehman College is sent, reminding them of the UMLP resources available and inviting them to the UMLP Welcome event held during the fall semester Weeks of Welcome.

- Once enrolled at Lehman, these students can then be coded “MALE” in the CUNYFirst database for tracking of academic progress.
Secondary School Outreach Process

The UMLP Outreach Coordinator and Diversity Recruitment Pipeline Ambassadors conduct recruitment at middle and high schools in the Lehman College catchment area. It is important to collect student data i.e. name, all contact information, gender, ethnicity, expected graduation date, major, and career interest during school and campus visits for proper follow-up.

- These Ambassadors liaise with an assigned school counselor, social worker, principal, or assistant/vice principal at middle and high schools to request an audience with students, preferably those eligible for acceptance to Lehman College.

- Secondary school outreach activities consist of conducting information sessions and workshops to prepare students to meet the Lehman College application requirements. To ensure appropriate follow-up, the ODRC collects information on each secondary student including their career goals. For the purpose of increasing applications and enrollment at Lehman College this data is shared with the Lehman College Office of Admission and Enrollment Management.

- **Diversity Pipeline Application Workshops** are conducted for students who meet the criteria to be accepted to Lehman College (minimum GPA of 83% and combined SAT score of 1050). Juniors and seniors are invited for a campus tour and to participate in activities at Lehman College under the guidance of the program, such as:

  - attending an actual course while classes are in session, providing a realistic academic experience, and

  - utilizing the facilities at the athletic center.

Finally, students are provided the opportunity to apply to Lehman College with the assistance of UMLP Ambassadors and a representative from the Office of Admissions and Enrollment Management.
• The UMLP Outreach Coordinator works to establish a cohort of senior level high school students who have a GPA of at least 85% and a minimum of 1100 combined SAT score. This benchmark, while slightly higher than the Lehman College requirements, will produce a cohort more serious about taking their education to the next level and being accepted at Lehman College.

• The UMLP Outreach Coordinator follows up with the Office of Admissions and Enrollment Management for the number of high school seniors from the DRPAW who have successfully applied and been accepted to Lehman College. Correspondence is sent to these students encouraging them to register for classes and to take advantage of the support services offered by the UMLP.

• High school senior cohorts who enroll at Lehman College are sent correspondence inviting them to activities and events of the UMLP, starting with the Welcome event held at the beginning of the fall and spring semesters. Once enrolled, they are given the “MALE” code in the CUNYFirst database to monitor their academic progress to provide assistance, leading to retention and graduation.

In collaboration with the Lehman College Office of Admissions and Enrollment Management, the (ODRC) and UMLP Ambassadors also conduct UMLP Parent Orientation and Admissions Workshops as needed. This workshop, held on a Saturday afternoon, is designed to answer the questions of parents (and students should they attend) with regards to the various academic and financial qualifications/requirements for the college application process.
Baruch College – Urban Male Leadership Academy (ULMA)

The UMLA Advisory Board was first established in the fall 2011 by two young men from the first 2010 UMLA cohort. The purpose of the student-led advisory board is to develop the leadership skills of UMLA members, provide a space where the young men can develop professionally, build their personal brand, create a presence on campus, outreach to high school students, as well as support the Program Director in the program’s development. The student-led UMLA Advisory Board created the UMLA mentoring component of the UMLA program. Generally, UMLA students complete a mentor/mentee questionnaire, which the advisory board reviews and then creates the matches.

Each year, first-year UMLA students are mentored by second-year UMLA students and second- year UMLA students are mentored by the third -year UMLA students. Additionally, the fourth year students as well as the rest of the UMLA community mentor one another and have additional mentors from their participation in such programs as America Needs You and Management Leadership for Tomorrow. The expectation is for the mentor and mentee to in be communication and/or meet at least twice per semester. Throughout the fall and spring semester, the young men meet informally to seek support in their academic studies, review each other's resumes or essays for leadership development opportunities. Over the last two years, the advisory board created opportunities for the mentors/mentees to formally connect each semester with such events and UMLA Mentor/ Mentee Meet and Greet, GAME Day Event, Mock-Interview Event, Build Your Brand Building Your LinkedIn and Career Paths Panel. The young men also meet socially off campus. Moreover, the UMLA students have their SEEK counselor, Program Director, Program Coordinator (UMLA alum) who are hyper-vigilant.

THE UMLA ADVISORY BOARD ALSO CREATED WAYS FOR THE ENTIRE UMLA COMMUNITY TO CONNECT THROUGH A VARIETY OF MULTIPLE SOCIAL MEDIA OUTLETS, SUCH AS FACEBOOK, INSTAGRAM AND LINKEDIN.

In the past two years, the UMLA Advisory Board also created ways for the entire UMLA community to connect through a variety of multiple social media outlets, such as Facebook, Instagram and LinkedIn. Additionally, the UMLA advisory board created a UMLA Newsletter to keep the young men connected and informed on upcoming events as well as provides highlights within the UMLA community.

The UMLA Advisory Board and the UMLA Peer-to-Peer Mentoring Model are under the umbrella of the UMLA Program’s 4 B’s Philosophy, which are Building Brotherhood-Year 1, Building Leaders- Year 2, Branching Out-Year 3 and Being Social Agents of Change-Year 4. As a result, all UMLA mentors and mentees are rooted within a bond of brotherhood, leadership, service and being change agents in their personal, academic and professional communities.
**John Jay College – Urban Male Initiative (UMI)**

**Mission**

The mission of the Urban Male Initiative’s Peer Advocates Mentoring Program is to empower men of color at John Jay College of Criminal Justice while creating a meaningful college experience while improving academic performance, retention and graduation rates. These goals are achieved through participation in mentoring activities and support programs, mentors encourage academic excellence, self-esteem and personal growth.

**Expectations & Qualifications**

Advocates are expected to meet with their assigned mentees (maximum of 5 students) at least 3 times a month on campus during the academic school year. This position requires a nine month commitment during the fall and spring semesters. Advocates will seek to gain a better understanding of their mentee’s strengths and weaknesses while facilitating activities towards their success. Some outcomes for mentees include increased self-knowledge and improved self-esteem in social, academic, and professional settings. Students selected will be required to attend training at the beginning of the fall semester.

**Peer Advocates must:**

- Be able to build constructive, positive relationships
- Have strong interpersonal and communication skills
- Possess the ability to effectively engage with peers, students, faculty and staff
- Possess the ability to demonstrate good judgement and ethical behavior
- Have the desire to assist students in transitioning to college and persist
- Demonstrate organizational and time management skills
- Be sensitive to individuals of different educational, economic, cultural and racial backgrounds

**Time Commitment**

- Students must commit to one full academic year as a Peer Advocates (Fall-Spring)
- Be available to complete training, bi-weekly submissions of supplemental questions, attend staff meetings once a month
- Attend 2 academic or professional development programs on/off campus with each mentee assigned
- Attend a minimum of 2 diversity recruitment events throughout each semester

**Trainings and workshops include:**

- Perfecting your elevator pitch
- Networking tips
- Do’s and Don’ts when interacting with your mentees
- Academic Opportunities on campus
- Time Management
- Motivating Others

**Eligibility & Stipend**

- Interested applicants must have at least 60 credits by the time of employment
- Must be a full time student in good academic standing (cumulative 3.0 GPA or above preferred)
- Compensation of a total $1,000 split into $500 per semester
Lehman College – Urban Male Leadership Program (UMLP)

UMLP Circle of Support Mentorship

The UMLP Circle of Support Mentorship Program (CSM) is based on research indicating that college students are most at risk of leaving school during their freshman and sophomore years. The UMLP has been able to show positive results whereby students engaged in the CSM Program had a higher average GPA than those UMLP participants not engaged in the CSM Program.*

- Recruitment of mentors and mentees is on an ongoing process. Thus, the UMLP Mentorship Coordinator (MC) first seeks out any Lehman faculty or staff member (as well as Lehman Alumni) interested in serving as a mentor with the UMLP. This process ensures that we are able to match students with mentors as soon as the student enrolls in the program.

- Potential mentors are required to complete a Mentor Registration form detailing their contact information, areas of expertise, reasons for wanting to become a mentor, and interests on and off the Lehman campus. All mentees requesting a mentor must also complete a Mentee Registration form depicting their academic major, reason for wanting a mentor, and their interests outside of Lehman. If the mentee is not already enrolled in the UMLP, an intake card is also completed, so the student can be coded “MALE” in the CUNYFirst database.

- The prospective mentors meet with the MC to review specific program details as well as discuss more generally the concept of mentoring. Mentors are provided with the UMLP Mentors’ Manual that provides details on various aspects of effective mentorship.

- Based on the Mentor and Mentee Registration forms and mentor interview, the MC then pairs the mentor with student(s) based on their interests, specializations, fields of study and availability. Mentors who have previously been an influence on a particular student often request to be assigned to that student, and vice versa.

* The UMLP has been able to show positive results whereby students engaged in the CSM Program had a higher average GPA than those UMLP participants not engaged in the CSM Program.
Because the demand for mentors has exceeded the supply of available mentors, the UMLP established a Peer Mentoring Program within the **Circle of Support Mentorship** program.

- **Orientation/Training workshops** are held as needed to discuss the basic elements of the program; review the concept of mentoring; understanding the importance of a strong mentoring relationship for successful outcomes and progress; discussion on the standard phases of a mentoring relationship; and comments from current mentors or mentees regarding their experiences - both positive and challenging.

- **Strengthening the Mentorship Relationship:**
  - Mentors and mentees are asked to meet in person at least once per month and communicate by phone or e-mail at least once per week.
  - UMLP lunch vouchers are distributed throughout the academic year to encourage engaging in face-to-face communication.
  - The MC has outlined assignments for both the mentor and mentee to conduct throughout the semester to ensure consistent one-on-one meetings, thus strengthening the relationship.

- Detailed assignments such as “**Understanding and Embracing Basic Terms for Leadership,**” “**Personal Branding: Tell Me About Yourself**” not only encourage engagement and relationship strengthening, but assists the mentee in formally beginning their process of visualizing and actualizing their journey towards achieving combined career education, academic success, and personal development. This process directly supplements and supports the overall Lehman College learning experience and in-classroom success for students.

- **Sample Assignment:** (Developing Your Presentation) “**Personal Branding: Tell Me About Yourself**”

- Engaging mentor-mentee detailed discussions focusing on fundamental concepts of self-marketing, self-promotion, and becoming “CEO of Self.”
- “I’m the Product: It’s not who I know, it’s what I know! It’s who knows me!!” Of the three which is more important to you as a mentee? Why?

- Mentees will list and discuss the specific personal, academic qualities, and related skills they have to offer in order to compete for and secure the best on-campus and employment-related opportunities

- Should there be an insufficient supply of mentors at any given time, a group mentoring model is then incorporated whereby matched and unmatched mentees are invited and encouraged to take part in group activities and workshops to share in the experience, social acclamation, networking, peer identification and support. All the while, the unmatched mentee is sharing in the mentoring experience and building their **Circle of Support**.

- The Circle of Support Mentorship Coordinator monitors and tracks the progress of the mentorship initiative and conducts surveys each semester for participant satisfaction and college assessment.

  - The mentor and the mentee are each given a survey to rate the mentoring relationship. Questions include how often and by what means (e-mail, face-to-face, phone) they met over the semester, who initiated the engagement, and responsiveness.

  - Previous surveys reveal increased engagement and program satisfaction due to the mentorship assignment aspect introduced to the program.
New York City of Technology – Increasing African American Males and Other Underrepresented Students Success in STEM

The City Tech BMI program has developed and expanded its very vibrant mentoring component. All of the BMI students (particularly the regular ones) receive some form of structured mentoring from the BMI program. Please see Figure 1 below. All mentors (faculty and students) undergo formal mentoring training. Members of the faculty do so via City Tech’s faculty mentoring program that is directed by Prof. Blake – the BMI project director. The student mentees undergo mentoring training that is conducted by the Honors Scholars program (its director is a member of the BMI Task Force). The criteria for mentoring depend on the type of mentoring. For example, one of the unique features of the BMI program is that all of the STEM professors are BMI research mentors within their particular disciplines. Additionally, all the other members of the Task Force are active mentors. Mentoring assignments are based on the expertise and the experience of the mentors as they engage students at all levels.

For the program’s Peer Assisted Learning (PAL) mentoring component, all the student mentors receive special leadership training before they begin this aspect of our structured mentoring program. Additionally, PAL mentors participate in a week long mathematics training program. Informal mentoring also takes place naturally in our BMI Student Center as senior students mentor junior students.
Hunter College – Brothers for Excellence

The Hunter College Black Male Initiative Program (Brothers for Excellence) is built on the work and principles of Dr. Shaun Harper. Dr. Harper’s work posits that there are five key elements that are needed to drive Black males to college success and completion. These elements are:

- Being part of a community
- Having a chance to lead
- Having a chance to serve
- Having a strong GPA in the 3.0 range
- Engaging in mentoring relationships

The program itself is a community. It offers each of these elements and while the program would never turn away any student based on GPA the culture is one where academic success is valued greatly. Students have said it is a safe space to be smart. The program also encourages the other aspects of leadership, service and mentorship through two key innovations. These also constitute a Structured Mentorship component in addition to our other activities.

One is the Team Leader Program. In response to the growing number of students and a desire for more student ownership of the BFE program, the 2011-2012 year introduced the concept of mentors called BFE Team Leaders. This mentorship model has both peer and mentorship components. Students are selected for the school year from the BMI group based on:

- Participation in the BFE program
- Academic record
- Commitment to community service

There is an application process including an essay, references and an interview. The number of new Team Leaders varies as seniors graduate and move on from year to year. Each team leader is expected to lead a cohort of 11-17 students based on interests and academic areas. The 4 different teams are grounded in the following areas:

- Health and the Sciences
- Business/ Economics/ and Mathematics
- Social Sciences (Psychology, Sociology, Political Science, Anthropology)
- Humanities (Arts, English, Languages, History, Philosophy)

Team Leaders are expected to be in contact with their assigned students on a regular basis via phone, email, text, or ideally in person. They are encouraged to engage in activities off campus such as cultural activities or sports. They are also asked to keep their students aware of events in BMI as well as those that are posted on the Hunter BMI list serve.

The Team Leaders are also key participants in planning the activities not only for the year but also for each week. Their roles include: arranging welcoming activities for each week’s BMI gathering. These should connect with the theme of the day and can include icebreakers, TED Talks, video clips and poetry to set the tone for what will follow in the main presentation of the day. Thus they have to collaborate, research and plan from week to week. Special Team Leaders help with office activities and marketing of the program including managing the website and social media as well as creating video and keeping a photographic history. Team leaders meet with the Project Coordinator for assessment and training on an ongoing basis and are evaluated at year’s end. The team leaders are classified as College Assistants within the school.
COMPREHENSIVE AND SENIOR COLLEGES

Best Practices in Academic Enhancement/ Programming

**Brooklyn College Bound: Intensive First Year ENGL 1010 and Math 1021 required**

Individuals with their *High School Equivalency* (HSE) diploma have had limited success at CUNY. According to a study conducted in 2008 by CUNY’s Office of Institutional Research and Assessment at the associate level, CUNY only retains 40% of students that enter with their HSE. Also, only 60% earn credits in their first semester. 46% average over a 2.0 GPA and 14% average below a 2.0 GPA. In comparison, after the first semester almost 60% of students that participate in the BC Bound program enroll in a second semester. On average, BC Bound students earn approximately twelve credits in their first semester and average a 3.151 GPA in their first year.

BC Bound’s success rests on the foundation of an academically-rigorous, full-time learning community informed by national best practices and high-impact student support services. About two weeks prior to the start of the semester, the cohort begins a mandatory one-week orientation to help prepare them for college. The orientation introduces students to the tutoring component, academic coursework, advising and counseling.

The one-week orientation helps students establish personal connections to the people they will be interacting with at Brooklyn College: their fellow students, faculty, staff, administrators, and students from former BC Bound cohorts. Students are also connected to the support services available during their time at Brooklyn College (e.g. The Career Center & Student Affairs, etc.). Through the orientation, we and they start building a community and strong support within the cohort. This community-building is essential for the population we serve.

The learning community students are placed in for their first semester consists of 12- credits. Students are required to take: English Composition (ENGL 1010 – 3 credits – 3 hours); Precalculus A (MATH 1021 – 2 credits – 4 hours); Freshmen Seminar (INDS 1011 – 1 credit – 2 hours); General Ed Music Course (MUSC 1300 – 3 credits – 3 hours); and an elective of their choice (the Precalculus course is part one of a two-part sequence.)
1. Scaffolding, or systematically easing students into college, is an important feature of helping BC Bound students adjust to college. Students are provided scaffolded courses in the following way:

2. The English, Math, and Freshmen Seminar are exclusive to BC Bound cohorts. Therefore, only BC Bound students are allowed to register for those sections.

3. The Gen Ed Music course, however, embeds the BC Bound cohort within a larger class of forty to fifty students.

For their elective of choice, the students may be, and are often, the only BC Bound students in the class.

Students are also expected to attend two hours of math tutoring. The math tutoring takes place twice-a-week at the same time and place in the Learning Center with a set tutor. It is conducted in a workshop style. Students also work on their math skills at home with ALEKS, a web-based math software. ALEKS allows for individualized educational plans. In using ALEKS, students work at their own pace and can focus on the areas he or she is weakest in.

A weekly counseling session is also programmed into the schedule for the students to meet as a group with the MSW interns. At these workshops, students discuss issues that might arise and work with each other and the interns to better understand how to deal with general college stressors, such as test anxiety, financial problems, conflicts with faculty and students, family concerns, etc.
BC Bound is committed to measuring its students’ performance. The staff receives updates on student performance throughout the semester in the BC Bound-only sections (MATH, ENGL, and INDS). The faculty for all the classes are sent mid-term evaluation forms to keep the students’ Academic Advisor and other BC Bound staff updated on their performance during this crucial time in the semester.

**BC Bound Sample Semester ¹**

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
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<tr>
<td>8:00 AM</td>
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</tr>
<tr>
<td>9:05 AM</td>
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<tr>
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<tr>
<td>11:00 AM</td>
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<td>INTERNS WORKSHOP</td>
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<td></td>
</tr>
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<td>12:50 PM</td>
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<td>(81292) BCB1 MATH 1021</td>
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Lehman College – Urban Male Leadership Program (UMLP)

**UMLP LEH 100 (Freshman Year Initiative)**

¹ Students are enrolled in an elective of their choice.
Since its inception in fall 2008, the UMLP LEH 100 Freshman Seminar course has assisted in increasing retention and persistence rates, as well as closing the graduation rate gap amongst Black and Latino males. The UMLP LEH 100 FYI cohorts are compared directly to the Lehman College LEH 100 FYI cohort to track retention and graduation rates. More often, the retention rate of these students is higher than the non-UMLP cohort. A direct correlation has proven to be the commitment of the UMLP LEH 100 instructor. Again, substantiating the importance of keeping students engaged and anchored to the campus, providing a blend of academic and social support services.

The UMLP LEH 100 Freshman Seminar is a 3-credit course which specifically addresses identified needs of underrepresented Black and Latino male students while assisting them with their transition into Lehman College. This course is also designed to achieve the goals and objectives of general education at Lehman, and the dichotomy of career vs. liberal education.

The UMLP Outreach and Diversity Recruitment Coordinator (ODRC) participates in the Lehman College Resource Fairs held during the summer for Freshman and Transfer Student Orientation and Registration. These sessions provide the opportunity for one-on-one interaction with incoming freshman and transfer students who have made a commitment to attend Lehman College. In addition, these sessions presents the UMLP with the prime opportunity to recruit students to the UMLP Freshman Seminar (LEH 100) classroom rosters. All students registering for the UMLP LEH 100 courses are coded “MALE” in the CUNYFirst database to track academic progress, retention and graduation rates.

- Participants of the UMLP Freshman Seminar LEH 100 course receive an electronic course workbook designated for Lehman College freshmen. In addition, students are required to examine the text “COME ON PEOPLE”, written by Bill Cosby and Alvin F. Poussaint illustrating problems facing many communities comprised of people of color. The book addresses topics such as low self-esteem, abandonment, anger, and feelings of being undefended and unprotected – traits that often impede the ability to move forward. The course seeks to teach empowerment and inspire historically underrepresented males in higher education to transition from victims to victors.
• **Empowerment Forum**: The UMLP invites over 20 men of color in key leadership roles (i.e. Vice Presidents, Directors, Department Chairs) on the Lehman College campus to participate as *Campus Empowerment Leaders* for the UMLP LEH 100 (Freshman Seminar) Empowerment Forum.

  - Empowerment leader(s) engage students for approximately 20 to 30 minutes during the UMLP LEH 100 class to tell their professional and/or personal story of success. Their words may be far more inspirational than anything a student can read in a book.

  - Empowerment Leader(s) are encouraged to engage the UMLP LEH 100 cohort throughout the academic year as follows:

    • Classroom discussion based on their area of professional expertise and personal experiences.
    • Participate in Annual UMLP Induction and Graduation Awards Ceremony.
    • Take a student to lunch once per semester using a UMLP voucher.

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**Academic Intervention and Success (AIS)**

The Urban Male Leadership Program (UMLP) at Lehman College seeks to support an increase in the retention and graduation rates for Black and Latino male students by increasing their participation in UMLP Academic Intervention and Support (AIS) series and by assisting students to increase their GPAs.

• The UMLP assists all students, but especially students at risk of academic probation. With assistance from the Office of Enrollment Management, the AIS Coordinator and the student immediately develop a plan of action to maintain matriculation and focus on raising the student’s GPA. All students receiving academic assistance must complete a UMLP intake card if they are not already enrolled in the program. The student is then coded “MALE” in the CUNYFirst database for tracking and progress reporting.

  - **Plan of Action Form (POA)**: The Plan of Action form documents goals and specific steps for meeting the goals throughout the semester.

    • POAs enhance student success through assessment of the student’s academic records and personal experiences that affect student success.
    • POAs help the UMLP AIS Coordinator evaluate the success of the current plan and make suggestions for future goals.
    • POAs help students utilize academic resources and student support services at Lehman College.
    • POAs connect students to campus support services necessary to increase student retention, progression, and preservation of four-year and six-year graduation rates.
    • The AIS Coordinator monitors progress of the POA through monthly emails and telephone calls to the student.
• The AIS Coordinator offers workshops and connects students with other Lehman’s college resources, such as counseling, tutoring, career services and SEEK (Search for Education, Elevation, and Knowledge). Students are encouraged to attend workshops and make appointments to discuss academic and non-academic factors affecting their abilities to maintain matriculation. This form of academic intervention and recruitment is geared toward retention and successful graduation.

  - UMLP Academic Intervention and Success (AIS) Workshops Topics (samples)
    - Study Skills and Strategies
    - How to Get an ‘A’ in Every Class
    - Mid-term and Final Exam Preparation: Time and Stress Management Skills
    - Achieving Your Passport to Success by Becoming Academic Leaders
    - Planning for, and Applying to Graduate School, Internships and Pipeline Programs
    - Preparing for Career Tracks

  - One-on-one appointments – each semester letters are sent to each UMLP participant to reinforce the UMLP resources available to assist in their academic success:
    - **Academic Probation**: offer students with Academic Appeal Letter and navigation through the appeal process. Review transcript and develop Plan of Action to obtain degree.
    - **Good Standing**: Review transcript and offer other campus resources to supplement UMLP resources for increasing their GPA.
    - **Dean’s List**: Congratulate on current success and form a Plan of Action (POA) to reach President’s List status. Offer to participate in AIS workshops and Study Buddy program.
    - **President’s List**: Congratulate on current success and form a Plan of Action (POA) to maintain momentum towards graduation. Offer to participate in AIS workshops and Study Buddy program.
- Peer-to-Peer Tutoring - **UMLP Study Buddy Program**: The AIS Coordinator pairs students who have successfully completed a course with a student currently taking the course and needing tutoring. This program has even proved successful in reaching out to UMLP Alumni willing to assist junior and senior level students in the advanced courses.

  - AIS Coordinator creates a list of students wanted to participate in the Study Buddy Program as a Tutor and a list of those requesting a tutor.
  - Tutors are assigned to students seeking help based on the subject.
  - Once paired, it is left to the discretion of the students to set up their appointments for tutoring.
  - After each appointment, the tutor and student being tutored report back to the AIS Coordinator so the corresponding POAs can be updated.

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**New York City College of Technology – Increasing African American Males and other Underrepresented Students Success in STEM**

**1. Peer-Led Team Learning Workshops in Science and Mathematics**

In the Peer-Led Team Learning (PLTL) student-centered instructional model, students actively learn in small groups facilitated by peer leaders. In a typical workshop, eight to ten students meet with a peer leader for one hour per week and work as a team to solve carefully structured problems that are designed to foster both critical thinking skills and problem-solving abilities. The faculty is closely involved by creating workshop problems and activities (modules) that are geared to students’ ability levels. These modules utilize key course concepts, channel student efforts into effective collaboration, and provide demonstrations of applications that are meaningful and relevant to the students.

**MATHEMATICS**

Results have shown that the MAT 1175: Fundamentals of Mathematics sections with the required one hour peer-led workshops have an average 11.0% higher ABC pass rate and at least 4.5% lower withdrawal rate for this course. MAT 1275: Intermediate Algebra and Trigonometry sections with an additional one hour peer-led workshops have average 24.6% higher ABC pass rates and at least 8.5% lower withdrawal rates for this course (see Figure 2).
2. Peer Leader Training

Training students to be peer leaders for a workshop is the objective for MEDU 2901: Peer Leader Training in Mathematics. Peer leaders learn to lead a group of students by focusing on communication, group dynamics, motivation, learning styles and other process issues, to help participants actively engage with course material. Reflective journals revealing the development of workshop practices are required.

As of Fall 2013, 97 peer leaders participated or are participating in the program.

18.6% (18) graduate school majoring in STEM
4.1% (4) medical/pharmacy school
16.5% (16) STEM jobs
(39.2%) 38 continuing in STEM
5.2% (5) applying to Grad school
16.5% (16) transferred

College of Staten Island – College Success Initiative: Learning by Teaching

The College Success Initiative Learning by Teaching Program (CSILTP) at the College of Staten Island is designed to facilitate and successfully recruit, enroll, retain and ultimately graduate underserved populations, particularly Black and Latino males by utilizing the resources from the college, including faculty, support staff, students and administration. The CSILTP Program at the college of Staten Island is guided by a vision to provide access that would transition students particularly Black and Latino males into postsecondary, pipeline programs and employment opportunities.
The College Success Initiative Learning by Teaching Program is a comprehensive support program that will help participating students achieve their educational goals while attending the College of Staten Island, by providing access to mentors, full time faculty, and seasoned adjunct lectures of color for students interested in the field of science, math, technology and education and fully funded activities supported by the program. The goal of the cluster is to create a supportive learning environment. This learning environment will allow students to explore the historical, political, socio-economic and psychological experiences that disenfranchise men of color, particularly Black and Latino males. Additionally, this cluster will equip students with tools that will allow them to advocate for Black and Hispanic males and their communities. Students are required to participate in a Learning Community for one full year, two semesters. A total number of 36 students are recruited into the program with the help of the College’s Admissions office and the New Student Orientation (NSO). Eighteen (18) students per classroom will participate in two (2) sections throughout the fall and spring semesters.

Interested students are required to complete program applications to participate for one full year. Participants are invited to a two (2) day orientation where they have the opportunity to meet with LC teaching faculty for the project year and seasoned CSLTP students from previous years. The CSI Learning Community classes are:

Spring Semester - English 111, and SPD 101; Fall Semester - English 151, and CORE 100,
These courses will build upon and incorporate African American contributions in those academic fields.

Beginning fall, students are required to register for other college courses; however, the CSILTP program administrator’s registers participants for the two (2) courses offered in the LC community. These courses are generated by the CSILTP teaching faculty and adjunct lectures.

English 111, (3 credits) an introduction to college writing and general education requirement.

SPD 101 (1 credit) an introductory course to college life and designed by CSILTP adjunct lectures.

Spring, Students are encouraged to continue on to the new semester with registering for their other courses but will remain in the learning community with the same English professors; the courses include English 151 (3 credits), non-fiction composition writing and CORE 100  (3credits) United States Issues, Ideas and Institutions.

The learning Community also includes two (2) field trips. Students are escorted on field trips to the Schomburg Research Center in Harlem, NY and the African American Burial Ground in lower Manhattan, NY. Students also partake in a cultural mentoring luncheon with tenured faculty, seasoned adjunct lectures teaching in the LC and the CSILTP Advisory Board members during their first and second semesters of college.

Monthly workshops are mandatory and take place during club hours in the fall and spring semesters. LC students are mentored by their college professors and program administration. Students experiencing difficulty in their subject matter are tutored in the SEEK department and encouraged to make regular visits to the Center for Academic Student Assistance, student tutoring center.

Students in good academic standing with an interest in the teaching profession are offered paid internships to tutor and mentor students at two (2) local high schools on Staten Island through the project year.

To encourage students about the upcoming semester and to help them stay focused on their career and educational goals, the Project Director along with the CSILTP teaching faculty and CSILTP Advisory Board, acknowledges all participants of the Learning Community at a luncheon in their honor on the last day of fall classes. All students are presented with certificates signed by the VP for Student Affairs for successfully completing their first semester of college. Awards are presented to students that have shown academic improvement throughout fall semester and who have perfect attendance in their LC classes.
Hunter College – Brothers for Excellence

The BFE Passport Program is a four (4) year program that was created to monitor student’s benchmarks in their academic progress and to foster engagement with key college resources. The objective is to assure that students take advantage of all the resources the college has to offer and that they move forward in appropriate ways in engaging those resources at every level of their college lives. Students should know faculty, seek internships and research opportunities and start on a career path exploration early. These tasks are critical to their success. Team leaders are asked to keep their cohort members accountable in fulfilling these objectives.

The Brothers For Excellence (BFE) Passport Program Key Elements

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<tr>
<th>FIRST/FRESHMAN YEAR</th>
<th>THIRD/JUNIOR YEAR</th>
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<tbody>
<tr>
<td>• Reading, Writing and Math Skills – Every student should have had at least two (2) appointments with each learning center, and a report back to a Team Leader or the BMI Coordinator</td>
<td>• Meet monthly with Team Leader to track academic progress</td>
</tr>
<tr>
<td>• Meet bi-weekly with Team Leader to track academic progress</td>
<td>• Participate in a community service project each semester</td>
</tr>
<tr>
<td>• Participate in a community service project each semester</td>
<td>• Lead a Mentoring Cohort activity – Meet at minimal once monthly with Team Leader</td>
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<td>• Apply for at least 5 “opportunities” such as scholarships, internships, or pipeline programs.</td>
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<td></td>
<td>• Attend Graduate School Prospective Visit Weekend</td>
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<tr>
<td></td>
<td>• Lead a workshop for Brothers for Excellence (presenting research, facilitating discussion, etc…)</td>
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<th>SECOND/SOPHOMORE YEAR</th>
<th>FOURTH/SENIOR YEAR</th>
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<td>• Reading, Writing and Math Skills – Every student should have had at least two (2) appointments with each learning center, and a report back to a Team Leader or the BMI Coordinator</td>
<td>• Confirm Job or Graduate School Plans</td>
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<tr>
<td>• Meet bi-weekly with Team Leader to track academic progress</td>
<td>• Participate in a community service project each semester</td>
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<tr>
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<td>• Apply for at least 5 “opportunities” such as scholarships, internships, or pipeline programs.</td>
</tr>
<tr>
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<td></td>
<td>• Lead a workshop for Brothers for Excellence (presenting research, facilitating discussion, etc…)</td>
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COMPREHENSIVE AND SENIOR COLLEGES

Best Practices in Advisory Committee

Brooklyn College – Brooklyn College’s Black & Latino Male Initiative (BLMI)

The Advisory Committee is a mix of faculty and staff members from various disciplines including the Director of Diversity and Equity and the Chair of the Puerto Rican and Latino Studies, and influential professionals of color from the wider Brooklyn Community. There are currently 8 members who serve on the Committee. Moving forward, we will extend a seat on the Advisory Committee to a Brooklyn College BLMI Student.

The role of the Advisory Committee is to ensure that the BLMI is sustaining the goals and mission of the program. Several of the Committee members has facilitated the Mentor’s Academy workshops and participated in the Mouth of the Phoenix. The Advisory Committee meets once a semester.

John Jay College – Urban Male Initiative (UMI)

The Urban Male Initiative Advisory Committee is an essential in providing the UMI staff with valuable feedback on internal/external relationships through the college. Advisory board members are also asked to mentor the peer mentors (Advocates) in the Peer Advocates Mentoring Program. During the four meetings throughout the academic year, brief updates are given pertaining to on/off campus collaborations, ways to seek external funding and advise on strategic and assessment plans.

Advisory board members currently are faculty and staff from departments that valuably contribute and have a passion to contribute to increasing retention and graduation rates amongst students of color specifically men of color.

Encouraged to attend student engagement event to interact with students in order to continue to The UMI Advisory Board meets a total of four times a year and are also asked to attend a UMI Peer Advocates Program Meet & Greet and the End of Year Celebration.
## ADVISORY BOARD MEMBERS 2014-2015

<table>
<thead>
<tr>
<th>NAME</th>
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<tr>
<td>C. Jama Adams</td>
<td>Chair</td>
<td>Africana Studies</td>
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<tr>
<td>Daniel Auld</td>
<td>Academic Program Director</td>
<td>Student Academic Success Programs</td>
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<tr>
<td>Charles Davidson</td>
<td>Director</td>
<td>Center for Advancement of Teaching</td>
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<tr>
<td>Vielka Holness</td>
<td>Director</td>
<td>The Pre-Law Institute/Office of Fellowships &amp; Special Opportunities</td>
</tr>
<tr>
<td>Delores Jones-Brown</td>
<td>Director</td>
<td>Center on Race, Crime &amp; Justice</td>
</tr>
<tr>
<td>Kyoo Lee</td>
<td>Professor</td>
<td>Philosophy</td>
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<tr>
<td>Jodie Roure</td>
<td>Professor &amp; Director</td>
<td>Latin@ Studies/ CUNY BMI Funded Project: The Ronald H. Brown Summer Law</td>
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<td>School Program at St. John’s School of Law</td>
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<tr>
<td>Dante Tawfeeq</td>
<td>Professor</td>
<td>Mathematics &amp; Computer Science</td>
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<tr>
<td>Chantelle Wright</td>
<td>Associate Director</td>
<td>Center for Career &amp; Professional Development</td>
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**New York City College of Technology – Increasing African American Males and other Underrepresented Students Success in STEM**

The City Tech BMI advisory committee provides leadership and assists the Director in shaping all aspects of the BMI program. This committee meets once per month, and each member serves the BMI program as mentors. Some serve with PAL workshops, some with grant writing for external funds, some with recruitment, and others with counseling, etc. Please see Table 2 and Figure 3 below.
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<thead>
<tr>
<th>NAME</th>
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<tr>
<td>Dr. Reggie Blake</td>
<td>Associate Professor of Physics</td>
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<tr>
<td>Dr. Janet Liou-Mark</td>
<td>Professor of Mathematics</td>
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<tr>
<td>Dr. Peter Spellane</td>
<td>Associate Professor of Chemistry</td>
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<td>Dr. Tony Nicolas</td>
<td>Associate Professor of Chemistry</td>
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<tr>
<td>Dr. Reneta Lansiquot</td>
<td>Associate Professor of English</td>
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<td>Dr. Tony Nicolas</td>
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<td>Dr. Alberto Martinez</td>
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<tr>
<td>Dr. Diana Samaroo</td>
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<tr>
<td>Dr. Ralph Alcendor</td>
<td>Associate Professor of Biology</td>
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<tr>
<td>Dr. Stephen James</td>
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<tr>
<td>Dr. Satyanand Singh</td>
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<tr>
<td>Dr. Melanie Villatoro</td>
<td>Assistant Professor of Civil and Construction Engineering Technology</td>
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<tr>
<td>Dr. Hamidreza Nourouzi</td>
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<tr>
<td>Dr. Gaffar Gailani</td>
<td>Assistant Professor of Mechanical Engineering Technology</td>
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<tr>
<td>Ms. Dorie Clay</td>
<td>Director of Student Affairs</td>
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<tr>
<td>Mr. Paul Dorestant</td>
<td>Director of Recruitment/SEEK</td>
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<tr>
<td>Ms. Ivonne Barreras</td>
<td>Director of Collaborative Programs/College Now</td>
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<tr>
<td>Mr. Malcolm Ebanks</td>
<td>SEEK Program Counselor</td>
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<tr>
<td>Mr. Marvin Bennett</td>
<td>LSAMP Coordinator</td>
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CUNY School of Law – Pipeline to Justice

One of the principal reasons that the CUNY Law Pipeline to Justice Program (PTJP) has been successful during the past 9 year is that it is integrated into the greater Law School program and has always received the complete support from the CUNY School of Law. Deans Michelle Anderson and Mary Lu Bilek founded the PTJP in furtherance of the law school’s dual missions to: 1) graduate lawyers committed to practicing law in the service of human needs and 2) to diversify the legal profession. Since its inception the PTJP has worked tirelessly to accomplish these two goals, with Pipeliners consistently comprising 10% of the law school class, while the institution has continued to maintain its support for the great work PTJP does. The PTJP staff takes part in the following practices in order to maintain this support which is critical to the program’s success.

- **PTJP keeps the law school apprised of the developments in the program by maintaining regular, consistent and clear lines of communication:** Regular and consistent communication is a critical component of any relationship. PTJP staff regularly meets with senior members of the administration to update them as to student and program progress. The fact that Dean of Students Cheryl Howard is also the Director of the PTJP ensures that the Dean of the Law School Michelle Anderson will be always be completely up to date as to how the program is progressing. Furthermore, Dean Howard makes sure to provide CUNY Law Faculty of program developments during monthly faculty meetings and CUNY Law Staff during regular staff meetings. Finally, in order to solidify the place the Administration holds in the PTJP, this winter the law school Administrative cabinet agreed to serve as our Advisory Board.
In addition to providing general program information to faculty, staff and administration, the PTJP has regular meetings with individual professors and the Deans of Academic Affairs to discuss individual student progress and strategies to ensure their success. Through these meetings, the various institutional stakeholders realize the role that the PTJP plays in the lives of the students and enables them to see the value that we have for the institution as a whole, thereby reinforcing the institutional commitment with each meeting that we have.

- **PTJP includes a variety of stakeholders in our programming to obtain the support from the entire institution:** PTJP has found that in order to maintain the support from the entire institution, it is critical to diversify the forms of support that is asked for. Whether it be a financial support, the use of facilities, or technical assistance from faculty that serve as guest lecturers, the PTJP seeks to diversify the commitment from the institution by involving as many parties as possible in as varied ways as possible. In so doing, PTJP is able to receive the support of the entire institution, making everyone a member of the Pipeline to Justice Community.

- **PTJP expresses the willingness to assist the larger institution to demonstrate the value that it holds for the greater CUNY Law community:** Over the past years the institution has consistently called upon PTJP staff to provide assistance. Whether it was a request from the Office of Communications, Development or Admissions, PTJP has consistently answered the call and performed any and all requested tasks. In so doing, PTJP staff continues to show the critical role that it plays and reinforces the institution’s commitment to the program.

**STUDENTS ARE OFFERED THE OPPORTUNITY TO EXPERIENCE RESIDENTIAL LIFE FOR THE SUMMER PORTIONS OF THE PROGRAM AS WELL VIA THE SJU DORMS.**

**John Jay College – Latin American and Latina/o Studies – Ron Brown Summer Pre-Law Program**

The Latin American and Latina/o Studies Department provides internal support for the John Jay College Ronald H. Brown (JJC RHB) Program, including a large office space with computers and supplies. The new JJC building space allocated by the college for the Ron Brown Program is larger than our former space and has three computer ports and a working area designated for student use. There is also a community space where students gather outside the JJC RHB Office. JJC RHB has a very conducive environment which is effectively utilized and students fill the space daily, seven days a week. The atmosphere is beneficial to the operation of the project. The Latin American and Latina/o Studies Department faculty provides the program with a wealth of support including mentoring/teaching and the environment is student centered, supportive, and welcoming. The Provost provides the Director one course release time to work with the project per year and her decision to award the one course release time is made every funding year. JJC RHB partners with St. John’s University School of Law for the summer portion of our program and our students enjoy their lush campus accommodations which include a gym.
and dining services. Students are offered the opportunity to experience residential life for the summer portions of the program as well via the SJU dorms. Both JJC and SJU offer high end technological smart rooms where students learn in optimal conditions. The faculty at the law school volunteer their time to teach our students law school simulated courses. The partnership with SJU enhances the quality of our program and allows us to receive institutional commitment from both JJC and SJU Law which enriches our students college experience overall.

GRADUATE AND PROFESSIONAL SCHOOL PROGRAMS

Best Practices in Diversity Recruitment

City College Sophie Davis – Medical Career Success Program

The Medical Career Success Program is committed to diversity in medicine at the level of the physician, in particular from ethnic groups most underrepresented in the medical profession, primarily male and female African American and Hispanic ethnic groups. In total they comprise less than ten percent of the current U.S. physician work force according to the Association of American Medical Colleges (AAMC).

The Medical Career Success Program has aggressively tackled this issue through diversity recruitment. Specifically, current Sophie Davis students who are of African and Hispanic decent participate in recruitment at: high school college fairs, regional City University college fairs, City University sponsored Counselors Conferences, private one to one visits with students at high schools throughout the five boroughs, Eastern Long Island, and Westchester. Students who are not New York State residents are ineligible to apply for The Sophie Davis Program.

Diversity recruitment requires that students answer questions pertaining their experience in the Sophie Davis Program, why they decided to matriculate, their academic background, achievements that led to admission, overall volunteer and extracurricular activities that were relevant to leadership, interest in becoming a doctor, and...
commitment to improving the human condition. Our students are also charged with specifically stating the overall admissions requirements that makes a student eligible to apply.

It is this interaction with college advisors, guidance counselors, students and parents especially by Medical Career Success Program members with perspective students, that makes clear the program is diverse and that we seek admission of an ethnically and racially diverse student population.

As second integral component of Diversity Recruitment, African American and Hispanic Medical Career Success Program students participate in campus visits through conducting information sessions and providing tours of the facilities to high school and middle school students visiting the Sophie Davis Program.

The third step of Diversity Recruitment is to dispatch Medical Career Success Program members to their former high schools to recruit students to the Sophie Davis Program.

The forth and to date last step, is to invite Sophie Davis alumni and Medical Career Success Program members to be keynote speakers at the Annual Sophie Davis Open House, Reception for admitted students and special City College wide student oriented events.

Medical Career Success Program’s Diversity Recruitment has led to Medical Career Success Program members obtaining positions as City College Admissions Ambassadors and therefore, recruiters for the entire City College as well.
CUNY School of Law – Pipeline to Justice

- The Pipeline to Justice Program (PTJP) expanded the number of students made aware of the programming by diversifying the pools of candidates: CUNY School of Law and the PTJP take pride in the levels of diversity that exists within the ranks of the students. National Jurist recently ranked CUNY Law as the 2nd most diverse law school in the country and the PTJP plays a large role in achieving this great accomplishment. In its first year, the PTJP accounted for a 20 percent increase in students of color among the incoming class.

One of the reasons CUNY Law is able to fill its classrooms with such a diverse student body is that a conscious decision is made to recruit in a variety of communities throughout the year. The Admissions Office regularly travels around the 5 boroughs as well as the country to promote the great programming that the law school offers. There is a new initiative within Admissions to reach out directly to HBCUs in an effort to spread the awareness of the program within ever more diverse communities. During the past two years, the PTJP has made a concerted effort to leverage the many networks that exist within the CUNY system itself as a strategy for reaching diverse communities. Through our sister CUNY schools, Pre Law advisers, CUNY employees, opportunity programs such as SEEK and the BMI network of organizations, the PTJP seeks to inform everyone with an interest in law school of the opportunities that exist here at CUNY Law. In the very near future, the PTJP intends to begin an outreach program specifically targeted towards Veterans.

- The PTJP employs a variety of recruitment strategies to maximize the number of potential candidates: The PTJP staff appreciates that there is not one recruitment strategy that will reach every potential law student. To that end, great effort is made to inform potential students as early and as often about the opportunities. In furtherance of this strategy, last year PTJP created a two week summer law program that was geared towards immersing undergraduate and community college students, many of whom are in their first year of higher education, in the legal culture. In its first year, this program led to two students who enrolled and successfully completed part one of the ten month program and are currently in part two of the program. Additionally, PTJP produced a three minute promotional video that has become an integral component of the promotion campaign. Finally, historically the only students that were able to enroll in the PTJP were those that had already applied to the law school and been denied admission. Three years ago, PTJP staff realized how limited this was from a student access perspective and elected to modify the admissions strategy, enabling students to apply directly to the PTJP. This strategy has also already demonstrated tangible results.

- Adopting the philosophy that we are always recruiting: PTJP staff full appreciates that every event, panel, or meeting is an opportunity to promote the program and spread the word about the opportunities. To that end, just about whenever a staff member leaves the building to attend an outside event they bring with them promotional materials or at the very least a healthy stack of business cards. Each conversation with an administrator or student could be an opportunity to start another student on their track to a career as a public interest attorney.
The recruitment strategies used are multimedia and multifaceted. Five minute in-class presentations on the Program are conducted twice during the Fall and Spring semesters up to the deadline date. The Program staff and participants present on the Program and distribute brochures in the Latin American and Latina/o Studies Department, during the Prelaw Institute Boot Camp, in the Department of African American Studies, in law classes, and in the Interdisciplinary Studies Program classes as well as in other department courses. Brochures and applications are distributed to all faculty members in the department of Latin American and Latina/o Studies, the Department of African American Studies, and the Department of Interdisciplinary Studies as well as the Women’s Center and UMI Project. JJC RHB also outreaches to other departments including English, Justice Studies, Gender Studies, and Anthropology as well as student clubs. In addition, the Program staffs a recruiting table in the lobby of the North Hall and T-Building beginning in December until the application deadline on February 1st. Flyers for the Program are distributed through the universal student email system twice. Flyers are posted on the John Jay College homepage and the video kiosks located in the lobbies of the campus buildings. In addition, the Program stations a poster in the buildings’ lobbies advertising the Program. Global voicemails are also sent twice a semester. We also conduct a mailing to approximately 850 students. JJC RHB student participants make announcements at college club meetings inviting the various student club members to apply. Students also make announcements in their other courses about the Program. JJC RHB also advertised via email on various list serves. The Director meets with Chairs and faculty members to discuss the Program and the major advisors in an effort to have faculty recommend and publicize the Program in all classes at the college.

The recruitment efforts focus on John Jay College of Criminal Justice students who are first-generation and low income, and/or students from underrepresented groups in the legal profession, specifically in law schools. Although aimed at students from groups that are severely underrepresented in higher education and in the legal profession such as low income, first generation, African American, Latina/o, and/or Native American College students, the program and services of the Ronald H. Brown Law School Program are open and available to all students at John Jay College who demonstrate an interest in and commitment to pursuing a career in law.
The JJC RHB Program’s main recruiting effort is focused on current John Jay College students. However, the Program also works with CUNY Central and the college to help with recruitment through high school programs and conduct presentations to groups such as CUNY ASAP students. These students are associate degree students who are considering transferring to John Jay College and are interested in attending law school. JJC RHB also assists with programs that are held in conjunction with organizations such as the Justice Resource Center, and the College Bound Initiative. JJC RHB recruits throughout the year at the college and at CUNY events. Recruiting efforts are doubled during the application period during which the Program runs daily recruitment sessions. Recruitment throughout the year is done on a weekly basis and as opportunities to recruit arises. During the application period, the recruitment is performed daily for two months.

The Program is a private/public venture with the Department of Latin American and Latina/o Studies at John Jay College. The department provides internal support for the program, including office space and supplies, as well as student referrals to the program. The overall program partners with York, St. John’s University and the UNCF (Fisk, Claflin, Xavier, Moorehouse, and Spellman) schools. JJC RHB works with other departments including African American Studies, English, Sociology, Philosophy, and Interdisciplinary Studies in terms of recruitment and retention efforts.

**GRADUATE AND PROFESSIONAL SCHOOL PROGRAMS**

Best Practices in Structured Mentoring

**City College Sophie Davis – Medical Career Success Program**

Medical Career Success Program members are individually assigned to mentor freshmen members who join each Fall. Assignment and oversight is by the Project Director. Fifth year students (seniors) are assigned and spend the full academic year monitoring student academic and social adjustment progress, tutoring, and assisting with finding a tutor for first year students.

In addition, during each twice per month meeting first year students through fifth year receive advice, academic support through online referrals, books, materials, from members attending the meeting. This model of all contributing, offering support, is an additional component of our mentoring approach.

The alumni mentor Akeem Marsh, M.D., provides overall mentorship and support to all students especially fourth and fifth year, at a minimum of two meetings per academic year. In addition, alumni of the Medical Career Success program currently attend more than half the meetings to provide support, networking opportunities and mentorship.
Given the highly pressurized, often alienating nature of higher education, having a robust network of mentors and system of supports for students, especially newer ones, can be critical in ensuring students’ success. This notion is even truer in the legal academy where competition and stress levels are often at their highest. In order to support the students the PTJP has developed a structured mentoring program that will continue to grow and expand both in capacity, diversity and in effectiveness. PTJP staff takes an extremely hands on, direct role in mentoring Pipeline students by monitoring grades through CUNYFirst, meetings regularly with faculty and leveraging the various academic support services that exist in the law school such as the Skills Center, the Writing Center and the Career Services Office.

Many of the students in the Pipeline cohorts are the very first in their families to ever enter law school and consequently often encounter a dramatic cultural shock when they enter as 1Ls. Without family members or colleagues outside of law school to turn to, PTJP staff provides one on one counseling to help ease this transition and minimize this culture shock. Additionally, the PTJP hosts regular events for Pipeline students to foster community and create a safe space where they can vent, express themselves freely and provide peer to peer mentoring and support.

• **The Pipeline to Justice Program (PTJP) maintains consistency within the mentoring program:**
  In order to minimize confusion and conflicts and meet student expectations of the nature of the mentor/mentee relationship, the PTJP has found that it is critical that our mentoring program be implemented consistently from year to year. Having a consistent, committed program staff has enabled our two principle mentors (Director Cheryl Howard and Assistant Director Ryan Dooley) to develop clear lines of communication as to the messages that students receive and the guidance they are provided. As PTJP seeks to expand our program and potentially include additional mentors, PTJP staff is developing a training module that will be used to maintain this level of communication, consistency and cooperation.

...THE PTJP PROVIDES MULTIPLE OPPORTUNITIES TO
BRING DIFFERENT GROUPS TOGETHER TO ALLOW FOR VARIOUS
FORMS OF NETWORKING, ADVISING AND RELATIONSHIP BUILDING.

• **The PTJP diversifies the opportunities for mentoring:** Similar to the strategies for recruitment, the PTJP realizes that there is not one mentoring strategy that will work for every student. For example, there might be a student that will thrive within a more traditional one on one mentoring relationship, other students might find this relationship to be intimidating and potentially too time consuming. To that end, the PTJP provides multiple opportunities to bring different groups together to allow for various forms of networking, advising and relationship building. Some of these meetings involve bringing in outside guests to provide insight and guidance while other events are restricted to just members of the PTJP. Much of this work is made possible through our excellent relationships with different offices here at the law school i.e. Career Services, Student Affairs and Development to name three.
The PTJP mentoring program continues to evolve and maintains a commitment to flexibility: As the student body continues to become more diverse, so does the need for the mentoring program to evolve. With each new class of students, PTJP staff must develop relationships with each individual student so that we might be able to devise a plan for support that meets their individual needs and ensures their success.


There is an intricate mentoring structure to the program. The mentors are matched by Professors Chiu and Roure based on common backgrounds and interests of the mentors and the mentees. Mentors are assigned to mentees at the mentoring reception that was held at Hughes Hubbard & Reed's headquarters. Mentors and mentees discussed how often they meet and what they will do during the meeting. It varies by mentor. There is a question on the juniors’ evaluation form asking them to evaluate the mentoring program. In terms of assessments, at this step there is a mentoring subcommittee of the Ronald H. Brown steering committee that is working on policy for the mentors and the mentoring program, and which provides an avenue for mentors to discuss issues that they might have in common in working with a mentee.

There are many levels of mentoring in the program. Students are mentored by: current law students that have graduated from JJC and from JJC RHB; current law students hired by St. John’s Law who work as mentors/tutors in the summer program; an assigned practicing attorney who mentors one-on-one throughout the year; attorneys who supervise the summer internship placements mentor and track the progress of respective students over the course of the program; the judge or judges assigned to each student also serve as mentors; many of the faculty in the LALS department also mentor students while they are at JJC; mentors are also available to them through various minority bar associations throughout NYC; and of course the
Director, staff, volunteer attorneys, and law students mentor students. Students engaged in research projects are always mentored by the Director and placement supervisor.

Mentorships vary based on the needs of the students. Time commitment and consistency on the part of the mentor is vital and the Program asks this of all mentors who possess a vested interest in our students. JJC RHB provides a diverse base of professionals that best accommodate the students’ needs and interests. Academically, the mentor criteria includes, but is not limited to barred attorneys and professors who participate and/or support the Ronald H. Brown Center and are interested in the goals of the program. Other mentors including JJC mentors possess various graduate level degrees. The community-based internship mentors that work with students on community fieldwork possess a Bachelor’s degree or higher. The mentors must be able to work with the students throughout the course of the Program. The Program has an Advisory Panel and part of the meeting for this panel serves to coordinate the approaches and expectations that all mentors will have. Each mentoring component discussed above has a representative at these meetings and provides separate trainings for mentoring.

Upon admission to the program, students are paired with mentors based on an array of factors, which include the mentors’ ability to relate to the individual student experience, diversity and background, common area of interest, and residence and proximity of mentor may also be taken into account. Mentorship paring really depends on the students’ needs and the Program selects mentors best able to relate to each individual program participant. Throughout the summer, students meet weekly with their mentors and mentors are available online or via phone as needed. Mentors reach out several times a month throughout the year and students are encouraged to do the same. Students are asked to email their mentors with bi-monthly updates and to call and meet with them for advice monthly. Evaluation of mentors is ongoing. Students are continually asked for feedback throughout the semester. However, during the summer the Director and staff meet with students weekly to update their progress with many issues including mentor contact.

**GRADUATE AND PROFESSIONAL SCHOOL PROGRAMS**

**Best Practices in Academic Enhancement/Programming**

**City College Sophie Davis – Medical Career Success Program**

Medical Career Success Program members participate in study groups, network to share academic support materials, website referrals, and provide faculty profiles for members taking courses in the sciences, math, and the humanities.

In addition, Medical Career Success Program members in partnership with the Sophie Davis Learning Resource Center provide structured tutoring in subjects including: chemistry, physics, biology, gross anatomy, to enhance student academic performance. The approach is proactive and consequently these subjects are often structured in conjunction with faculty approval with instruction beginning in advance of the official Spring or Fall start date of the course.

**CUNY School of Law – Pipeline to Justice**

Given the extremely intense nature of law school, *The Pipeline to Justice Program (PTJP)* focuses the majority of its efforts on academic enhancement. Given that every program administrator during its ten years history has been an educator, it is not a surprise that the curriculum is as strong and effective as it is. Throughout their
law school careers, PTJP graduates regularly comment that one of the most important aspects of the program are the academic lessons provided in both Part 1, where comprehensive LSAT preparation is provided that also addresses test taking anxiety and stereotype threat; and Part 2, where legal writing and legal analysis is taught.

- **Maintaining a seamless connection between the PTJP and the general law school curriculum:** In order for the lessons taught in Pipeline to be as effective as possible, it is critical that lessons taught during Pipeline to mirror those taught in law school. To accomplish this goal the PTJP staff, a former clinical instructor, an LSAT instructor with decades of experience and a former CUNY Law student, work regularly with the office of academic affairs to discuss strategies and points of the curriculum.

Where Part 1 of the program focusses primarily on preparing students for the LSAT, Part 2 prepares students for their entry into law school. With a focus primarily on written legal analysis, students complete multiple drafts of writing assignments after receiving copious feedback from one of our instructors. Students also meet for writing conferences at least two times during the course of Part 2 for in depth conversations about the students writing progress. In addition to legal writing, the students also participate in a variety of other workshops that focus on meditation and stress release, transitioning into law school culture and basic grammar fundamentals. The PTJP goal is to provide a curriculum that is holistic and narrowly tailored to what a student will need to succeed during their critical first semester of law school.

- **Diversifying strategies:** As educators, it is understood that students come to law school with a variety of learning styles and capacities. Having students reflect critically about the methods that they learn and recognizing different learning abilities from a very early stage in the program enables PTJP staff to devise a curriculum that enhances a student’s ability to learn the doctrine. PTJP has begun to utilize technology through flipped classrooms and dragon to enable students to learn at their own pace and in their own style.

- **Maintaining clear lines of communication between PTJP educators:** PTJP staff regularly meets on an informal basis to discuss class curriculum. Through these sessions, PTJP reflects critically on what strategies are working, which can be improved and which should be eliminated. PTJP staff maintains a journal during Pipeline Part 1 to ensure that critical information regarding lessons is not lost throughout the years. Furthermore, at least once per year PTJP takes an entire day to reflect on the program’s effectiveness and the potential areas for improvement. During this retreat, PTJP staff has a substantial amount of time to think critically about our past successes, areas where the program can be improved and new ideas for the future.

Students receive tutoring during the summer program. JJC RHB has also made the staff available to assist with research and writing throughout the year, and have worked with Search for Elevation Education and Knowledge (SEEK) counselors for SEEK students to receive the appropriate amount of tutoring hours per week at the SEEK tutoring lab. For non-SEEK students, the program utilizes tutoring services in the math and writing centers which are free of cost. The Director is in monthly contact with Prof. Katz, the Writing Center Director, to keep updated on students’ progress. JJC RHB is also actively involved with the various workshops and programs offered by the college and the English Language Learning Center. Currently, JJC RHB volunteers provide tutoring to students in writing. We also provide some services to non-RHB students in our minor and students referred to us by faculty across CUNY and alumnae.

All students that participate in the program are in mandatory tutoring over the summer. During the summer, they have access to the SJU campus, including the law school. During the academic year, they have access to the LALS conference room, computer room, and classrooms which are used to teach and study. Both juniors and sophomores are tutored. The juniors are tutored by four law school students who are trained by professional LSAT instructors. The tutors sit in on the class taught by the professional LSAT instructors and then spend three hours a day working with the juniors in small groups and one-on-one on the materials covered by the professional instructor. The law school tutors use the materials provided by the professional LSAT instructors and conduct diagnostics and monitor homework. In addition, once a week the prep program students also participate in four smaller group classes with professional LSAT instructors where they also get small group and one-on-one tutoring on the LSAT. The juniors get feedback from seven diagnostic LSAT tests administered over the course of the summer. The professional LSAT instructors administer the curriculum.

The sophomores take three weeks of classes taught by St. John’s Law professors. The prep program students are tutored by four law school students every day that they are in class during the three weeks. Each law school student is assigned approximately 8-10 students, and the law school students work with the prep program students on outlining cases, case briefs, and putting together synthesizes. There are approximately thirteen law professors teaching a variety of different subjects over the three weeks (see attached brochure for names of faculty). The law school professors use actual law school materials—cases, statutes, and other matters—for the students to read. The overall curriculum is administered by Professor Chiu. After three weeks of classes, the prep program students complete two weeks of internships with state court judges and then four weeks with other legal employers. Before the internships, they get training during a class on internships jointly taught by law faculty. They write a paper based on their internships and then they have a class after the internships are over to discuss their experiences. The law professor is also available once a week at a set time by email to discuss any issues that might come up for the prep program students during the internships. At the end of the summer, the prep program sophomores have an exit interview with one of the Ronald H. Brown Center faculty or professional staff to discuss the students’ performance on the essay exam, multiple choice exam, the LSAT diagnostic, the legal writing proof, and the internship assignment. The sophomores also meet at Hughes Hubbard and Reed as a group to discuss the next steps for getting into law school. Students use the BE Survey to help them pace their study skills on an individualized basis. They also use the professor and instructor feedback and consult with tutors on the implementation of this advice.

JJC RHB has engaged the students in small group LSAT pilot tutoring project. Students who were part of the junior cohort received tutoring for the
October 2011 LSAT. The program was open to all RHB students eligible to sit for the LSAT. The group lessons consisted mainly of reviewing concepts and addressing structural weaknesses that all the students shared. Personal tutoring sessions saw a sharp increase in student scores, especially considering the short time we had before the LSAT examination.

The Sophomore cohort is undergoing an entirely different tutoring experience. All of the students attend weekly meetings in small groups that focus on improving their critical reasoning skills. These meetings are designed to create an intuitive, natural understanding of how to reason critically which will allow them to study for the LSAT at a greatly accelerated pace. After several months spent improving base critical reasoning skills, the students will then start to study direct LSAT material and be taught methods of how to attack the LSAT, and more importantly, how to understand what the makers of the LSAT are asking and how to answer these questions effectively and efficiently. Every student will meet with the instructor on-on-one numerous times to have his/her skill level assessed and the instructor will determine what that particular student needs to do to improve their scores.

The law school and Prof. Roure develop law school based instructional materials which were shown to the BMI leadership team during the site visit this semester Spring 2015. Each student has an Individual Learning Plan (ILP) and academic strategic plan developed from feedback given by the law professors during the summer program. They are assessed via tests over the summer and by internship supervisors both during the summer and semesters. They are provided with two packets made by the Program over the summer which include curriculum outlines for review. Prof Roure and the law school administer the curriculum. The curriculum, especially the LSAT portion, allows for self-paced learning. The progress reports generated for the students occur over the summer and are reviewed during exit interviews individually.

The JJC RHB Program sponsors a lecture series in which distinguished professors, most from underrepresented backgrounds, deliver presentations to RHB students on topics pertaining to law school and the legal profession. In addition, a Q & A session is allocated to facilitate dialogue between educators and students. This series was implemented to connect accomplished minority faculty with RHB students. Professors are selected based on their academic and professional accomplishments. The lecture series is an excellent opportunity for academic role models to share their knowledge and experience to budding legal advocates. A long term strategic academic plan is created for each student in the Program. All students have their academic schedules reviewed at the beginning of the semester to ensure timely graduation and that they are taking courses to work on their areas of need. During the middle of the fall semester an additional academic assessment is conducted before students register for the spring semester course load.
The Graduate Center (GC) as the nation’s largest urban doctoral granting institution offers thirty-two PhDs in distinct fields comprised of the Sciences, Social Sciences, and the Humanities. For reasons related to its location—365 Fifth Avenue—the core programs that inhabit the GC include Ph.D. Programs in the Humanities, Social Sciences, and the theoretical sciences. As a result, the GC’s peculiar character resides in the seminar and lectures not laboratories. What then does this mean for graduate education at the GC and particularly for the BMI Project?

The principal focus of the BMI Project is to inculcate in the students the culture of intellectual inquiry associated with the seminar and the relationship with the doctoral advisor. To this end, the project encourages and offers ample opportunities for students to attend lectures, talks, seminars and conferences. The project sponsors various professionalization workshops (communicating with your professors, forming an intellectual and a dissertation project, grant writing, conference presentations, and publishing) that guide students through the various stages of graduate school. It also encourages students to constantly discuss, both formally and informally, their intellectual projects. The value of these exercises, especially in the humanities and social sciences, cannot be overstated. Too often first-generation college students approach their education instrumentally (What do I need to know? What is required of me? How do I get through?). While this disciplined approach might result in a shortened time to degree, it often comes at the expense of the student’s intellectual formation and the acquisition of a more nuanced understanding of the academic guild (D. Squire, “Underprepared for the Profession: The Lack of Minority PhDs has a lot to do with a Lack of Socialization into Academic Life,” Chronicle of Higher Education, May 12, 2015). The students, for historical reasons, have to be encouraged to foster relationships with their peers, cohort, professors, and advisors that are critical for enriching their intellectual lives and establishing meaningful academic careers. In other words, approaching their intellectual formation with open-ended curiosity, valuing theoretical and philosophical inquiry, and fostering a life of the mind as a way of interacting with peers and more senior scholars represent a critical dimension of a successful scholar.

In order to inculcate students, who by the time arrive at the GC are already fully formed as adults, an ethic of reading, writing and ‘thinking with,’ modeling such practices is far more effective than an explicit instructional mode. In day-to-day encounters students talk about articles and books they are reading and have read; encourage subsequent conversation about a speaker, a talk or a conference. Often by asking: what did you think? How might that be useful to you and your work? In many cases, the project also ensures that students are invited to lunch or dinner with speakers. Such practices instill a sense of engagement that students need as part of their intellectual formation.

In the booklet “Research Student and Supervisor,” published by the Council of Graduate Schools the authors Leigh Deneef and Margaret F. King state categorically that: “doctoral education in the U.S... is largely the product of a relationship between an individual student and research advisor or supervisor. While it is important to have multiple mentors in a doctoral program and a supportive program environment, ultimately the timetable and likelihood of degree completion largely depend upon the student’s relationship to his or her advisor. Any attempts to reduce excessive time to degree or increase completion must therefore focus on this relationship.”

The project, of course, concurs with this statement yet would emphasize that for the bmi students such relationship require more nuance than the cause and effect instrumentality implied.
GRADUATE AND PROFESSIONAL SCHOOL PROGRAMS

Best Practices in Advisory Committee


There are two advisory committees that work together: the John Jay College Ronald H. Brown (JJC RHB) advisory committee and the Ronald H. Brown Center Advisory Committee. The JJC RHB Advisory Committee works on the student selection process, recruitment and retention efforts, the strategic plan of the program short and long term, reassessment of services, research and the development of instruments, and fundraising efforts. The Ronald H. Brown Center Advisory Committee works on creating support for the program in the legal profession, fundraising efforts, the direction of the Center, and other such larger issues. There are 10 members on the JJC RHB Advisory Committee and approximately 42 on the RHB Advisory Committee. Their primary responsibility is to evaluate the progress of the program, the performance of the participants, effectiveness of the instructors and tutors, and contribution of the individual institutional programs. All of the Advisory Committee members provide services to the project, whether it is by teaching the courses during the program, serving as mentors to the students, tutoring and writing workshops to students, directing the program, or providing internships. For the JJC RHB Advisory Committee, Prof. Chiu and Costello coordinate the summer program and oversees the selection of students making the final decision on behalf of the law school. Prof. Roure, Francois Restrepo, and Jose Luis Morin make the initial selection of students for review by the law school, once a year in consultation with Prof. Chiu and Costello. However, there are daily, weekly, and monthly phone consultations and conference calls between SJU and JJC. We have met five times this year.

The Ronald H. Brown Center advisory committee consists of the undergraduate advisors, St. John’s Law School faculty, the Director and Assistant Director of the RHB Center, the Center’s administrative fellow, and the Center’s administrative assistant, and several lawyers who serve as facilitators for internship placements with the RHB students. This group provides advice, guidance, and outreach to the Program and students. There are approximately 42 members on this committee and members understand their roles. The JJC RHB committee members provide direct services as described herein to the JJC RHB CUNY BMI Program. The RHB Center advisory committee met on October 2014 and discussed the challenges and ways to improve the program for 2015. Again, both advisory committees have met this year during the reporting period and will meet again during the academic year. The main issues discussed include improvements for next year’s program and an evaluation of outcomes assessments and strategic planning strategies for 2015.
REENTRY PROGRAMMING

Best Practices in Institutional Commitment

College Initiative, A College Access and Reentry Program based at John Jay College of Criminal Justice Prisoner Reentry Institute

As of July 1, 2015, College Initiative will be part of The Prisoner Reentry Institute’s (PRI) Educational Initiatives program at John Jay College of Criminal Justice.

PRI has focused on higher education as one of the most promising yet under-attended to components of the field of reentry. Early PRI work including convening a national Roundtable on Higher Education and Prison that brought together scholars and practitioners to take stock of the field. Several publications came out of the roundtable, including the monograph *From the Classroom to the Community: Exploring the Role of Education During Incarceration and Reentry* and *Back to School: A Guide to Continuing Your Education After Prison*, a handbook for previously incarcerated people who seek to enter college. PRI also engaged Dr. Michelle Fine from the CUNY Graduate Center to lead participatory action research (PAR) on the experience of formerly incarcerated people who do make it to college, and the factors that aided and inhibited that transition. That work is published as *The Gifts They Bring*.

Through Educational Initiatives, PRI seeks to increase the number of people with criminal records who come to college and succeed. Making a successful transition from incarceration to the community requires careful navigation of multiple barriers. Typically, men and women in reentry must quickly meet a number of important needs including securing adequate housing, obtaining employment, and completing mandatory therapeutic or substance abuse programs. College access and retention issues—including resolving previous financial aid obligations and creating a class schedule that does not conflict with curfew for parole—are also important concerns for the students we serve. They suffer from a lack of experience with technology since it was not available to them while they were incarcerated, and from stigma and a lack of confidence. Given the demands on their time and attention, it is critical that those who wish to pursue their education in the community have access to resources and a network of support that is sensitive to their specific needs. PRI provides this support to P2CP students and seeks ways of increasing support to other CUNY students confronting the pressures of reentry.
The specific goals for the coming year fall into the following activity areas:

**OUTREACH AND INFORMATION**
- To CJ professionals
- NYS Prisons
- NYC Rikers
- NYC Probation
- NYC Parole
- CBO alternatives to incarceration (ATI)
- CBO reentry agencies
- To potential students in CJS

**ACCESS AND ENROLLMENT**
- Developmental ed and testing in prisons/jails
- Developmental ed and testing in CUNY opportunity programs (CUNY START, Future Now, etc.)
- Admissions counseling
- Financial aid
- Reentry oriented social services

**RETENTION AND GRADUATIONS**
- Mentoring
- Tutoring, support
- Continuing reentry supports
- Celebrations of success

Within CUNY, PRI collaborates with the University Faculty Senate, CUNY START, the Black Male Initiative, Hostos Community College, CUNY Law School, and with a range of professionals on other campuses. In the larger community, we participate in the Education From the Inside Out Coalition, the NY Reentry Education Network (NYREN), and the new Bronx Corridors project funded by the Ford Foundation and the Pathways Advisory Board, among other efforts.

Working together, we have the opportunity to make tremendous strides in creating a system that reaches out, encourages, assists, welcomes and supports people with criminal records, whether they are just leaving prison/jail or are already out in the community. These are people who, too often, haven’t thought of college as a possibility for themselves. But when they do, they find it transformational and liberating. They bring a passion and appreciation for education. And they become assets to the community.

**REENTRY PROGRAMMING**

**Best Practices in Diversity Recruitment**

College Initiative, A College Access and Reentry Program based at John Jay College of Criminal Justice Prisoner Reentry Institute

There are approximately 56,000 men and women in the custody of the New York State Department of Corrections and Community Supervision (DOCCS) and approximately 26,000 are released each year. The population is predominantly poor people who come from and are returning to the most impoverished neighborhoods in New York. Over 53% earned less than $10,000 in the year before incarceration; many have never held a legitimate job. Unemployment levels are as high as 80% among some segments of the reentry population. In February 2011, 83% of CI students reported income at or below the poverty guidelines updated periodically in the Federal Register by the U.S. Department of Health and Human Services under the authority of 42 U.S.C. 9902(2). Of
those in pre-college programming or in their first semester of college, 98% reported income below the federal poverty guidelines.

Research provides strong evidence that education can serve as a powerful force for overcoming the negative effects of incarceration by increasing labor market potential and reducing recidivism. In fact, education may be pivotal in helping individuals overcome the stigma of a criminal conviction and promoting social advancement. CI delivers services efficiently, with a current per-participant involved in all aspects of programming cost averaging about $4,200. The return on this investment is immense when compared to the annual cost of incarcerating a person - currently over $60,000 in New York when including long-term expenditures such as employee retirement benefits, capital costs, and ancillary services for prisoners paid by other government agencies (Vera Institute, 2012). Beyond this, and the individual benefits to CI students, there are also substantial spillover benefits to the wider community. Many of CI graduates make positive contributions as leaders and role models in the neighborhoods to which they return, which are often the most distressed in the city.

CI works with residents of New York City who have a high school diploma or equivalent and some form of criminal justice involvement. At the time of engagement, CI participants are not in college and have yet to complete a college degree. Nearly 40% of CI students are under Parole supervision; approximately 40% are either on Probation or in an alternative-to-incarceration (ATI) program. CI works with around 600 students a year, approximately 400 of whom are enrolled in college. More than 20% of CI students are women. More than 90% of CI students are people of color. More than 85% of incoming CI students live below the poverty guidelines. In recent years, CI has seen a spike in the number of young people (17-24) seeking CI’s assistance: In 2008, the most commonly reported age at intake was 38; in 2012 and 2013, it was 21.

THE TRAINING CURRICULUM IS ROOTED IN THE PRACTICE OF PERSONAL REFLECTION AS A CRITICAL COMPONENT OF CONTINUAL LEARNING AND PERSONAL AND PROFESSIONAL GROWTH. TOGETHER THE TRAINING GROUP WILL REFLECT UPON THE SELF, SOCIAL, AND GLOBAL DIMENSIONS OF THEIR EXPERIENCES AS CONNECTED TO ISSUES OF SOCIAL JUSTICE.

REENTRY PROGRAMMING

Best Practices in Structured Mentorship

College Initiative, A College Access and Reentry Program based at John Jay College of Criminal Justice Prisoner Reentry Institute

College Initiative’s (CI) holistic and supportive Peer Mentoring program provides a continuum of resources and relationships to support new students through their first academic year. CI’s program is built upon on the strengths and resources of senior CI students and alumni who are motivated to share their experiences and knowledge through the work of supporting others.
CI’s mentoring model requires potential peer mentors to be CI students or graduates who have at least two semesters of college experience and a GPA of 3.0 or higher. Peer mentors must complete a 36-hour training that explores the skills and interpersonal dynamics involved in a supportive paraprofessional relationship. The training will be led by the Mentoring Coordinator and co-facilitated by John Jay College faculty as well as members of the CI community. The training curriculum is rooted in the practice of personal reflection as a critical component of continual learning and personal and professional growth. Together the training group will reflect upon the self, social, and global dimensions of their experiences as connected to issues of social justice. Individual sessions explore mindfulness, assessment as it relates to strengths and challenges, goal setting, motivational interviewing, human rights and dignity, and interpersonal skill development.

Each mentor is carefully matched by CI’s Mentoring Coordinator with between one and four mentees. Matching between mentor and mentee will be based upon individual student characteristics, interests, and campus location. Peer mentors are required to conduct four one-on-one meetings per semester with each mentee to assess their needs and well-being as related to the academic milestones of each semester. Professional development, one-on-one and group support sessions will be offered to the mentoring community throughout the academic year to provide additional support and networking opportunities for all involved. In gratitude for their service, each mentor receives a contracted stipend of $250 per mentee, per semester. Mentees also receive $250 per semester for their participation in the program.

CI is currently advising other programs on replication of our mentoring model, including the national Pathways from Prison to Postsecondary Education pilot.
REENTRY PROGRAMMING

Best Practices in Academic Enhancement/Programming

College Initiative, A College Access and Reentry Program based at John Jay College of Criminal Justice Prisoner Reentry Institute

CI offers in-house and on-campus college readiness programs. Our in-house program takes the best practices of successful college transition programs and supplements them with a contextualized approach tailored to CI’s population. Workshops cover self-advocacy, time management, campus life and more.

All participants will receive a CI risk/needs assessment to determine their level of college readiness and to identify their academic and non-academic strengths and challenges, as well as resources that will be needed to reintegrate into the community. Based on the results of this assessment, CI Counselors may make referrals to, or collaborate with partner organizations to provide housing services, employment services, health services and other transitional services. Following assessment, participants either begin the process of applying to college and for financial aid or, if more appropriate, they may be offered CI’s in-house or campus-based college preparation programs.

CI currently refers tutoring to campus-based tutoring programs and college preparation programs for those with remedial needs. CI has developed a summer on-campus intensive and year-long in-house college readiness strategy that integrates best practices from existing transition-to-college models and enlists the participation of faculty and staff from CUNY as well as collaborative leadership from successful formerly incarcerated students in its program. This strategy has been developed through collaborations with faculty and staff at Hostos Community College and the CUNY Start program, and is now being extended to other CUNY campuses including the Borough of Manhattan Community College (BMCC). The Hostos Summer Intensive program cohorts up to 25 CI
students who have applied to a variety of CUNY colleges. The students receive 90 hours of academic instruction based on their scores in the CUNY placement test and are able to retake the test at the end of the program. CI staff and mentors offer 30 hours of workshops as part of the program during which students develop and set academic, professional and life goals, learn about off- and on-campus resources for college success, develop self-advocacy and take a financial literacy workshop. The summer program has just completed its fifth year and has the ongoing support of both Hostos Community College and CUNY BMI. CI’s partnership with CUNY Start allows us to cohort students applying to a variety of CUNY colleges on campus at BMCC and coordinate very effectively with the program. The CUNY Start program provides intensive preparation in academic reading/writing, math, and “college success.” The program enrolls prospective CUNY students who have been accepted to college because they have a high school or GED diploma, but are not ready for college-level work based on their scores on the CUNY Assessment Tests. Past students have shown significant skill gains after completing the program and re-take the CUNY Assessment; many have bypassed required remedial coursework entirely. CI mentors also offer workshops as part of the summer intensive program during which they facilitate students in developing and setting academic, professional and life goals.
Outcomes/Data

Performance data from FA 2010 to FA 2014, which includes grade point average attainment and retention rates.

**GRADE POINT AVERAGE F/T STUDENTS (ASSOCIATE)**

<table>
<thead>
<tr>
<th>Year</th>
<th>BMI</th>
<th>BMI Blk/Lat M</th>
<th>non-BMI Blk/Lat M</th>
<th>CUNY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>2.51</td>
<td>2.46</td>
<td>2.15</td>
<td>2.39</td>
</tr>
<tr>
<td>2011</td>
<td>2.49</td>
<td>2.35</td>
<td>2.17</td>
<td>2.40</td>
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<td>2012</td>
<td>2.57</td>
<td>2.37</td>
<td>2.22</td>
<td>2.44</td>
</tr>
<tr>
<td>2013</td>
<td>2.49</td>
<td>2.36</td>
<td>2.25</td>
<td>2.47</td>
</tr>
<tr>
<td>2014</td>
<td>2.47</td>
<td>2.32</td>
<td>2.18</td>
<td>2.43</td>
</tr>
</tbody>
</table>

**semester credits earned F/T STUDENTS (ASSOCIATE)**

<table>
<thead>
<tr>
<th>Year</th>
<th>BMI</th>
<th>BMI Blk/Lat M</th>
<th>non-BMI Blk/Lat M</th>
<th>CUNY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>9.6</td>
<td>9.4</td>
<td>7.6</td>
<td>8.4</td>
</tr>
<tr>
<td>2011</td>
<td>9.6</td>
<td>9.0</td>
<td>7.8</td>
<td>8.5</td>
</tr>
<tr>
<td>2012</td>
<td>9.7</td>
<td>9.2</td>
<td>8.1</td>
<td>8.7</td>
</tr>
<tr>
<td>2013</td>
<td>9.1</td>
<td>8.7</td>
<td>8.3</td>
<td>8.9</td>
</tr>
<tr>
<td>2014</td>
<td>9.5</td>
<td>9.2</td>
<td>8.2</td>
<td>8.9</td>
</tr>
</tbody>
</table>
### First Year Retention Rates F/T Students (Associate)

<table>
<thead>
<tr>
<th>Year</th>
<th>BMI</th>
<th>BMI Blk/Lat M</th>
<th>non-BMI Blk/Lat M</th>
<th>CUNY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>74.5%</td>
<td>68.2%</td>
<td>61.6%</td>
<td>67.9%</td>
</tr>
<tr>
<td>2011</td>
<td>71.2%</td>
<td>67.7%</td>
<td>59.3%</td>
<td>66.5%</td>
</tr>
<tr>
<td>2012</td>
<td>70.7%</td>
<td>64.5%</td>
<td>60.9%</td>
<td>67.0%</td>
</tr>
<tr>
<td>2013</td>
<td>71.5%</td>
<td>69.5%</td>
<td>60.8%</td>
<td>67.9%</td>
</tr>
<tr>
<td>2014</td>
<td>69.6%</td>
<td>65.6%</td>
<td>58.7%</td>
<td>66.4%</td>
</tr>
</tbody>
</table>

### Grade Point Average F/T Students (Baccalaureate)

<table>
<thead>
<tr>
<th>Year</th>
<th>BMI</th>
<th>BMI Blk/Lat M</th>
<th>non-BMI Blk/Lat M</th>
<th>CUNY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>2.94</td>
<td>2.91</td>
<td>2.64</td>
<td>2.87</td>
</tr>
<tr>
<td>2011</td>
<td>2.86</td>
<td>2.91</td>
<td>2.64</td>
<td>2.87</td>
</tr>
<tr>
<td>2012</td>
<td>2.91</td>
<td>2.88</td>
<td>2.69</td>
<td>2.91</td>
</tr>
<tr>
<td>2013</td>
<td>2.95</td>
<td>2.88</td>
<td>2.71</td>
<td>2.92</td>
</tr>
<tr>
<td>2014</td>
<td>2.87</td>
<td>2.79</td>
<td>2.69</td>
<td>2.92</td>
</tr>
</tbody>
</table>
## Semester Credits Earned F/T Students (Baccalaureate)

<table>
<thead>
<tr>
<th>Year</th>
<th>BMI</th>
<th>BMI Black/Lat Males</th>
<th>non-BMI Black/Lat Males</th>
<th>CUNY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>12.3</td>
<td>12.0</td>
<td>11.2</td>
<td>11.9</td>
</tr>
<tr>
<td>2011</td>
<td>11.7</td>
<td>12.0</td>
<td>11.1</td>
<td>11.8</td>
</tr>
<tr>
<td>2012</td>
<td>12.2</td>
<td>12.0</td>
<td>11.4</td>
<td>12.1</td>
</tr>
<tr>
<td>2013</td>
<td>12.1</td>
<td>11.8</td>
<td>11.4</td>
<td>12.1</td>
</tr>
<tr>
<td>2014</td>
<td>11.9</td>
<td>11.6</td>
<td>11.4</td>
<td>12.1</td>
</tr>
</tbody>
</table>

The table above shows the semester credits earned by full-time students across different years, categorized by BMI (Body Mass Index) status and race/ethnicity. The chart visualizes the same data, comparing BMI Students, BMI Black/Lat Males, Non-BMI Black/Lat Males, and CUNY (City University of New York) over the years 2010 to 2014.
CUNY BLACK MALE INITIATIVE OVERVIEW

THE CITY UNIVERSITY OF NEW YORK BLACK MALE INITIATIVE (CUNY BMI), THROUGH ITS FOCUS ON ONE OF THE MOST SEVERELY UNDERREPRESENTED POPULATIONS IN HIGHER EDUCATION, REPRESENTS ONE EXPRESSION OF CUNY’S MOST SIGNIFICANT COMMITMENTS TO ACCESS AND DIVERSITY. CUNY BMI WAS ESTABLISHED IN 2005 AND IS BASED ON A PROMISING MODEL FIRST STARTED AT MEDGAR EVERS COLLEGE.

<table>
<thead>
<tr>
<th>Year</th>
<th>BMI</th>
<th>BMI Blk/Lat M</th>
<th>non-BMI Blk/Lat M</th>
<th>CUNY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>91.9%</td>
<td>92.6%</td>
<td>82.0%</td>
<td>86.3%</td>
</tr>
<tr>
<td>2011</td>
<td>91.5%</td>
<td>95.7%</td>
<td>79.6%</td>
<td>86.5%</td>
</tr>
<tr>
<td>2012</td>
<td>93.9%</td>
<td>92.4%</td>
<td>80.9%</td>
<td>86.5%</td>
</tr>
<tr>
<td>2013</td>
<td>86.5%</td>
<td>93.7%</td>
<td>81.7%</td>
<td>87.3%</td>
</tr>
<tr>
<td>2014</td>
<td>87.3%</td>
<td>87.4%</td>
<td>80.1%</td>
<td>86.8%</td>
</tr>
</tbody>
</table>
CUNY BLACK MALE INITIATIVE OVERVIEW

BLACK MALE LEADERSHIP PROJECT MENTORING

CAT CREATIVE ARTS TEAM

College Initiative

Black Male Initiative CITY TECH

BRONX COMMUNITY COLLEGE

ADULT LITERACY CENTER

MEDGAR EVER COLLEGE

The Men's Resource Center
Kingsborough Community College

The York College Male Initiative Program

Men of Color

Project ExCEL

BNCC URBAN MALE LEADERSHIP ACADEMY